

# English First Additional Language Grade 9

**By:**

Siyavula Uploaders



# English First Additional Language Grade 9

**By:**

Siyavula Uploaders

**Online:**

< <http://cnx.org/content/col11061/1.1/> >

**C O N N E X I O N S**

Rice University, Houston, Texas

This selection and arrangement of content as a collection is copyrighted by Siyavula Uploaders. It is licensed under the Creative Commons Attribution 3.0 license (<http://creativecommons.org/licenses/by/3.0/>).

Collection structure revised: September 14, 2009

PDF generated: February 6, 2011

For copyright and attribution information for the modules contained in this collection, see p. 98.

# Table of Contents

<b>1 Term 1</b>	
1.1 Learning to read properly .....	1
1.2 Rading and response to reading .....	4
1.3 Asking and answering .....	10
1.4 Planning and presenting a selling campaign .....	15
1.5 Research .....	20
1.6 Reading to yourself .....	26
<b>2 Term 2</b>	
2.1 To listen for specific information and read diagrams .....	35
2.2 To be able to summarise information .....	43
2.3 To listen for specific information .....	48
<b>3 Term 3</b>	
3.1 Listening to a story .....	57
3.2 To collect, record and present information .....	62
3.3 Interview report back .....	65
3.4 Formal letter .....	72
<b>4 Term 4</b>	
4.1 Resond critically to the aesthetic, cultural and emotional values in a text .....	79
4.2 Conduct an investigation and write a report .....	85
4.3 To design media texts .....	85
4.4 Proverbs and idioms .....	91
<b>Attributions</b> .....	98



# Chapter 1

## Term 1

### 1.1 Learning to read properly<sup>1</sup>

#### 1.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.1.2 Grade 9

#### 1.1.3 FUN AT THE FAIR

#### 1.1.4 Module 1

#### 1.1.5 LEARNING TO READ PROPERLY

##### 1.1.5.1 ACTIVITY 1:

##### 1.1.5.2 LEARNING TO READ PROPERLY

##### 1.1.5.3 [LO 3.6.1]

1. First of all, gain as many clues as you can *before* you *start* reading: Look at the title and the source of the material (usually at the bottom). Even the name of the author, and what s(he) does, can give you a clue about the type of writing to expect. Sometimes the font will indicate whether this is an academic piece of writing, a humorous or feminine genre.

- Here are some examples:

The Health of your BabyBy Sister Rachel ErasmusMaking sure that you baby is well fed, comfortable and clean is part of the responsibility of a mother. The baby will sleep most of the time . . . 'Babyhood and Peace'	The New BMW This year BMW has excelled by producing a car which is safe on the roads and which has many new gadgets which will please the man who loves driving...Thabiso Gamke Motoring Magazine	The CrossBy Thandi VukaJolene first saw the cross when she passed the building on her way to the most important interview of her life.She fingered the cross around her neck automatically. . .Soeka Magazine
continued on next page		

---

<sup>1</sup>This content is available online at <<http://cnx.org/content/m22095/1.1/>>.

CLUES PROVIDEDThis is an article for mothers.It is written by a professional person who deals with babies.It comes from a book which will help to reassure mothers.	CLUES PROVIDEDThis article comes from a motoring magazine.It is written by a reviewer.Will mainly appeal to men	CLUES PROVIDEDThis is part of a story.The story appears in a ladies' magazine.It has an appeal to readers of magazine stories.
---	---	--

Table 1.1

2. Next, you need to know something about **HOW to read**.

2.1 Take any passage in any magazine or newspaper that has 3 or 4 paragraphs.

Now read **JUST** the *first sentence* of each paragraph to give you **SOME** idea of what the passage is about. These sentences give valuable clues.

2.2 Now you need to **markthe reading** so that you know . . .

- where to *pause*;
- which words to *stress*;
- where to make a fresh *start*, e.g. a new paragraph.

#### 1.1.5.4 Here is an example:

The syllables in bold are to be stressed; a single virgule (/) means a short pause; a double virgule (//) means a longer pause.

A. First, read the following paragraph **stressing** the appropriate syllables. You will notice that your voice goes up - this is good because you start introducing *tone variation* into your voice, see?

Marcus Augustus was a **young** boy with **ideas**. As a **small** child, he had made **toys** out of **nothing**. He **imagined** that stones were **chariots** and small pieces of wood were **wolves** and **thieves** who were trying to **steal** his chariots and all the **sesterces** that he **owned**, which he **imagined** were **kept** in a **large treasure chest**.

B. Now, read the passage again, but *this* time **pause slightly** where there is a single virgule and **pause longer** where there is a double virgule.

Marcus Augustus was a young boy / with ideas.// As a small child,/ he had made toys out of nothing.// He imagined that stones were chariots /and small pieces of wood were wolves and thieves/ who were trying to steal his chariots / and all the sesterces that he owned, / which he imagined were kept / in a large / treasure / chest.

C. Now put the two skills together. *Stress and pause* where necessary:

Marcus Augustus was a **young** boy / with **ideas**.// As a **small** child,/ he had made **toys** out of **nothing**.// He **imagined** that stones were **chariots** /and small pieces of wood were **wolves** and **thieves**/ who were trying to **steal** his chariots / and all the **sesterces** that he **owned**, / which he **imagined** were kept / in a **large** treasure chest.

3. Here is another **IMPORTANT READING TIP** for you:

If you are reading from the left page of a book, place your right hand behind the book you are holding. Slip the left hand page between your thumb and index finger of your left hand so that the thumb indicates where you are on the page you are reading.

Now slowly slide your thumb down as you read, always stopping it when you stop to look up from the reading.

This is useful for finding your place when you look back at the reading passage, see?

The same applies when you are reading from the right-hand page.

This time your left hand goes behind the book and your right hand thumb moves down as you read.

4. Here is an **EXTRA READING TIP** for you:



Use the commas and full stops and other punctuation marks to “tell” you where to breathe. In other words, Do not read too fast. YOU must be in control of the words! read with the correct phrasing. Pause where necessary.

5. When you read, read with understanding, enthusiasm, conviction and sincerity.

After all, if **YOU** are not interested, how can you expect your listener to be interested!

6. BEFORE you read a passage, ask your educator to tell you . . .

- how to pronounce any difficult words;
- the meanings of words you do not know.

#### 1.1.5.5 ACTIVITY 2:

#### 1.1.5.6 READING EXERCISE TO PREPARE

#### 1.1.5.7 [LO 3.1.8]

Find a passage at home (from a newspaper or a magazine), which interests you – JUST ONE PARAGRAPH of about 7 - 10 lines. **Use all the above tips** to practise reading well. You will be asked to read for the class. Here is a chance for you to make a fresh start this year to improve your marks and all your subjects. We remind you that reading is a VERY important skill!

Continue now with the next exercise, which will again put what you have just learnt to the test. Try to improve on your last performance.

### 1.1.6 Assessment

LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction):
3.1.8 with fiction, demonstrates an understanding of character, plot, setting and narrator;
3.1.9 compares different kinds of texts and matches them with their purpose (e.g. instructing, persuading);
3.4 reads for information:
3.4.4 summarises information;
3.6 uses reading strategies:
3.6.1 skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations).

Table 1.2

### 1.1.7 Memorandum

#### ACTIVITY 1

It is important to do this exercise slowly so that the pupils reap the FULL benefit.

Explain each item carefully and let them practise each BEFORE reading. PACE is the important issue here.

#### ACTIVITY 2

Now that they are prepared, they can try to read in front of the class.

They should pay important attention to the SELECTION of the passage and also know that they do need to PRACTISE at home first before reading in class.

- Go over the assessment chart so that they know how they will be evaluated

## 1.2 Rading and response to reading<sup>2</sup>

### 1.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.2.2 Grade 9

#### 1.2.3 FUN AT THE FAIR

#### 1.2.4 Module 2

### 1.2.5 READING AND RESPONSE TO READING

#### 1.2.5.1 ACTIVITY 1:

#### 1.2.5.2 READING AND RESPONSE TO READING

#### 1.2.5.3 [LO 1.1.1]

Listen while **members of the class** read the following story aloud and then answer the questions that follow, orally at first and then in your written book:

- The story will be broken up into sections to give you time to answer some questions before you go on to the next section.

**Reminder:** You are reading to the class and they have to answer questions afterwards, so it is very important that they understand what you are reading – SO READ SLOWLY AND CONTROL THE PACE. Prepare your reading BEFORE YOU START READING, as you have been taught.

The Young Roman Entrepreneur

Marcus Augustus was a young boy with ideas. As a small child, he had made toys out of nothing. He imagined that stones were chariots, and small pieces of wood were wolves and thieves who were trying to steal his chariots and all the sesterces that he owned, which he imagined were kept in a large treasure chest.

So early on he realised it did not always cost money to be creative.

When he was 16 years old, he decided to go to a local fair to display his toys.

A fair is a temporary market where buyers and sellers gather to transact business. It is organised at regular intervals, usually at a specific place at a certain time of the year and can last for a day or for a few days.

The Roman Fair, at the foot of the Palatine Hill was well known for enticing foreigners to Rome. It was always held on 1 May and this year it was a general fair and anybody could hire a table. Sometimes sellers exhibit different products (like Roman tunics and other clothing like togas and hair adornments) or are all in the same business line (like only exhibiting books).

Marcus knew that nobody else was selling stone toys, so he had a good chance to do well - and a chance to impress his successful father.

Now, listen carefully while more members of the class continue reading:

“After all, the Romans had introduced markets and fairs into Northern Europe in the first place, to encourage trade with their conquered provinces and to spread political propaganda. And Marcus was very proud of his heritage and the might of the Roman Empire.

---

<sup>2</sup>This content is available online at <<http://cnx.org/content/m22094/1.1/>>.

Marcus came from a well-to-do family. He knew from what he had been told at school that in the past, each individual or family group worked hard to make a livelihood. They just survived on what they collected (like nuts and berries), harvested (like potatoes and grapes) or hunted (mainly poaching rabbits and smaller buck), and that they usually had nothing left to exchange.

Later on, fruit, skins and metals (found only in one area) were bartered for salt and textiles (only found in another area). Marcus imagined what it must have been like to make such exciting exchanges and what a business it must have been to set up a meeting between two partners dealing in different commodities. He wished that he could have been present to witness the exchanges for himself.

As it was only the 2nd century, commerce was beginning to pick up.

Marcus had an uncle, Julius Perceptum, who had just built a few commercial warehouses in Ostia (a port near Rome), specialising in the overseas buying, shipment and distribution of grain, oil and fish.

Marcus realised that long-distance buying and selling had become popular. He had already heard about Samarkand, which was on the silk route from China to the Middle East and he had heard talk of sea routes to far-off countries which offered all sorts of magical items (sailors were scared off by rumours of sea monsters and terrible storms and also gossip that ships would fall off the edge of the world)."

#### **1.2.5.4 ACTIVITY 2:**

#### **1.2.5.5 SUMMARISING**

#### **1.2.5.6 [LO 3.4, 5.3.1]**

In order to understand this section better, summarise the first three paragraphs of this section in point-form, *and leave out any information about Marcus.*

#### **1.2.5.7 ACTIVITY 3:**

#### **1.2.5.8 READING AND ANSWERING QUESTIONS**

#### **1.2.5.9 [LO 3.4, 1.1.1]**

"Marcus soon realized that his toys could make him some money. After all, his father had done very well in his leather business. Romans loved wearing leather (on their body and feet), but also used skins to throw over their wooden furniture to make it look rich and soft.

From watching his father at work, he also knew that when he put his toys on the market (literally), there were many aspects to marketing he had to consider, including how he made his product; how he assembled it; how he distributed it; how he transported it; how he stored it; how he graded it; how he presented it; how he exchanged it and, of course, how he would finance it. He also needed to consider what risks there were.

He was determined to do his homework properly. So, he fetched his stylus and wax tablet and made a list of Things to be Done! He started writing down the different aspects to think about. He wanted a good plan. He thought of a title and made some rough notes.

When he had completed his list, he presented it to his father who was very impressed. He, in turn, asked a friend to let his son share a table with him at the market on 1 May.

When the day arrived, Marcus was ready! He had all his toys waiting for willing customers. Soon, word spread that well-made toys were for sale at a reasonable price and Marcus soon sold all his products very quickly - there was even a demand for more . . .

He went home a very satisfied young man, proud in the knowledge that he was now a proper merchant (whereas before he had been a proper 'mechant'! – a French word meaning 'naughty').

He knew that he would be able to survive in a competitive world.

Little did he know that the toy market would be one of the biggest businesses in the world in our century or that other young men today would also be dreaming about their own creative ideas.

Perhaps the story of Marcus Augustus will inspire them!

Now, answer the final few questions based on the last section. Make sure that you do not repeat the mistakes of the first two answer sheets. Make sure that you learn from your experiences.

Answer well, writing neatly and correctly.

Look closely at some new words in the above. First, give the meaning of each and then answer questions about each. Work **in a group** but then communicate your answers **individually**, orally or in writing.

**Paragraph 1 / 2:** thieves; sesterces; creative

What is the singular form of ‘thieves’? Give the rule.

Can you name the currency of five other countries?

Give two other *adjectives* ending with the suffix ‘ive’.

**Paragraph 4:** enticing, exhibit, successful

Give two *synonyms* for ‘enticing’.

Give two *antonyms* for ‘exhibit’

Work out a mnemonic for the spelling of ‘successful’.

- **Paragraph 5:** fairs, encourage, heritage

Give a *homophone* for ‘fairs’.

Give an *abstract noun*, formed from ‘encourage’.

Can you give one example of your heritage?

- **Paragraph 6:** collected harvested hunted

In terms of *surviving*, can you think of two *other* things that can be collected, harvested and hunted?

Collected for survival	Harvested for survival	Hunted for survival

**Table 1.3**

What is the difference between these words?

Collected =

Harvested =

Hunted =

**Paragraph 7:** buying, shipment, distribution

Give examples to explain how these words are connected to our economy.

Buying

Shipment

Distribution

**Paragraph 9:** assembled, presented, transported

Explain what an ‘*assembly plant*’ is.

Assembly plant =

List the number of ways that goods are transported.

Look at the various ways that goods are *presented* in different shops and report back to your class.

Hopefully you learnt many new words here and will remember them so that you can use them at a later date. It is perhaps a good idea for you to buy an A-Z notebook in which you record new words – then you should review them and revise them so that you can re-use them when necessary.

It is SO important for you to build up your vocabulary.

You can collect words in alphabetical order or you can collect them according to what word class they belong to or you can collect them just because words mean something to you!

It is also a good idea to start collecting quotations that appeal to you. Collecting jokes can also be fun and is an amusing way of building your vocabulary.

### 1.2.6 Assessment

Learning outcomes(LOs)
LO 1
ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment standards(ASs)
We know this when the learner:
1.1 understands and appreciates stories, including those told by other learners:
1.1.1 responds personally and critically, asks and answers questions;
1.2 understands oral texts (e.g. radio talk shows, texts with statistics):
1.2.1 answers questions;
1.3 listens for specific information:
1.3.2 uses information to complete a table or chart, or label a diagram.
LO 2
SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: makes polite requests and asks people not to do things, asks for help from friends or strangers;
2.6 gives a short formal talk or presentation:
2.6.1 uses some statistics and visual effects (e.g. a poster).
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction):
3.1.8 with fiction, demonstrates an understanding of character, plot, setting and narrator;
<i>continued on next page</i>

3.1.9 compares different kinds of texts and matches them with their purpose (e.g. instructing, persuading);
3.4 reads for information:
3.4.4 summarises information;
3.6 uses reading strategies:
3.6.1 skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations).
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.3 does a survey and writes it up;
<ul style="list-style-type: none"> <li>• writes for social purposes:</li> </ul>
4.2.4 shows awareness of text type, purpose, audience, context, and register/style;
4.3 writes for personal reflection:
4.3.1 writes a diary or journal;
4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts.
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum:
5.1.3 produces visual or graphic material to support texts;
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions;
5.2.2 uses language for thinking: expands generalisations, definitions and classifications into paragraphs.

Table 1.4

### 1.2.7 Memorandum

#### ACTIVITY 1:

Reading and thinking is assessed again.

Some questions to ask:

- 1 What did his father trade in? (leather)
- 2 What did he do when he had written some notes and done some preparation?(showed his father)
- 3 What was Marcus selling? (stone toys)
- 4 What did he use to write down his ideas? (stilus and wax tablet)

1. What is the French word for ‘naughty’? (mechant)

## ACTIVITY 3: New Words

**Paragraph 1/2:** Thief – thieves Singular words ending in ‘\_f’ have ‘-ves’ in the plural form e.g. knife - knives scarf - scarves leaf - leaves Let them find five more.

**Currencies:** Let them use a dictionary or encyclopaedia to find the answers. Then let them divide the answers into continents i.e. put all the African; all the European; all the Asian; all the American etc countries together.

**Adjectives** ending with -ive: Let them find the answers. This is a good exercise for establishing whether a word is in fact an adjective or not. Some examples: *Passive / subjective / creative / collective / . . .* Let them use the words they have chosen with a noun to show that it is an adjective and to show them what the function of an adjective is.

**Paragraph 4:** Explain how *synonym* is formed: syn = with nym = nomen (name) So, ‘synonym’ = name that goes with another; a word that has the same meaning (Enticing: attracting, encouraging . . . [same form: ‘-ing’] See what they come up with.

Again explain if the word chosen is not quite accurate. Show them how a Thesaurus works.)

Explain what *antonym* means: ant (i) = against nym = nomen (name) exhibit: hide / conceal / bury . . . [same part of speech!]

Explain that a ‘mnemonic’ is a memory tool e.g. He is SO successful that he has TWO c’s and TWO s’s SO, ‘successful’ is the correct spelling. (‘ful’ added to any word always loses one ‘l’.)

**Paragraph 5:** Explain what a *homophone* is: homo = the same phone = sound So, ‘homophone’ means a word that looks different but has the same sound e.g. fair / fare pear / pair chased / chaste

Let them find more: Perhaps have a competition to see which group finds the most in 10 minutes. They may use a dictionary.

Explain what an *abstract noun* is: An idea / spatial quality Explain how a suffix can form an abstract noun e.g. Confidence / honesty / optimism / disappointment / Creation / wisdom / manhood / hatred / friendship / landscape / refusal / laughter / error / occasion / justice

‘Heritage’ = ‘anything transmitted from ancestors or past ages let them do a family tree or bring something to school which belonged (s) to their grandparent(s) and tell the class about it. Perhaps visit a museum to understand what heritage means.

**Paragraph 6:** collected e.g. edible roots, edible flowers harvested e.g. bananas, pine-apples, other fruit + vegetables hunted e.g. pheasant and quail, wild boar

collected = sometimes one by one, non-living plant harvested = on a larger scale, non-living plant hunted = some living animal

**Paragraph 7:** shipment: goods come in or out of a country by ship e.g. a shipment of beads from Czechoslovakia

buying: they are bought here e.g. by bead-makers, clothing manufacturers and others

distribution: they are distributed throughout the country in their raw state or as finished products e.g. beads sold in bead shops or as necklaces.

**Paragraph 9:** An assembly plant = a place (factory) where a product is put together mechanically e.g. a car

Shop presentation: Some tips for them:

Let each group choose a different product from a different department and then report back e.g. meat department / bakery / cold meats / frozen foods / dairy products / toiletries / toys / stationery etc

A Where in the shop is the product: At the door? The check-out? B What colours have been used? What colours stand out? C Are there any signs surrounding their product? D How do the prices vary? E How attractive is the wrapping? F In 15 minutes, note how many people bought their product.

Ways that goods are transported: Some ideas: car / bus / combi / truck / plane / train / courier / post / .

## 1.3 Asking and answering<sup>3</sup>

### 1.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.3.2 Grade 9

#### 1.3.3 FUN AT THE FAIR

#### 1.3.4 Module 3

### 1.3.5 ASKING AND ANSWERING

#### 1.3.5.1 ACTIVITY 1:

#### 1.3.5.2 ASKING AND ANSWERING

##### 1.3.5.3 [LO 4.2.4]

Are you able to ask for information politely?

Are you polite and friendly when making enquiries?

1. Write down two questions that Marcus might have asked the Fair Committee when he decided to display his goods.

2. Give the answers of the Chairman of the Committee . . .

- agreeing to let Marcus go ahead.
- refusing to let Marcus go ahead.

Agreeing:

Disagreeing:

3. Imagine you are bartering some items in exchange for others.

In play-form, write down suitable, relevant questions and answers.

4. Marcus started making enquiries in his town about selling his product.

What are some of the enquiries he might have made?

5. Marcus needed some important information before he set up his stalls. Write down three questions he was likely to ask his uncle.

Now that you have heard some of the questions that your fellow classmates have asked, do you notice what tense and what tone of voice are used.

#### 1.3.5.4 ACTIVITY 2:

#### 1.3.5.5 WRITING AND PERFORMING SHORT PLAYS

##### 1.3.5.6 [LO 2.4.7]

Work out some short plays and present them orally, where you are . . .

1. asking simple questions + receiving replies from another person, e.g. an office situation / a playground situation / a home situation.

2. making enquiries + receiving a satisfactory / unsatisfactory reply

3. asking permission to attend a party and receiving permission under certain conditions/ receiving a refusal.

4. asking directions and receiving a clear / an unclear answer. You will realise that you can ask any question you like but that there is a polite way of doing this. This skill can be used wherever you are – especially when you are on holiday or if you are lost. Practise it daily until it becomes habit.

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22102/1.1/>>.



### 1.3.5.7 ACTIVITY 3:

### 1.3.5.8 GIVING INSTRUCTIONS

### 1.3.5.9 [LO 1.3.2]

Now play a few short games:

1 *Give instructions* on how to use a simple household / kitchen item, without actually producing it to see whether the class can guess what it is.

2 Let the class roughly draw a few squares about 4 centimetres square.

The learner in front will have a picture in the square to describe to the class, without repeating himself AND without using his hands. If the class manages to draw it accurately, then the instructions have been clear.

### 1.3.5.10 ACTIVITY 4:

### 1.3.5.11 WRITING A NARRATIVE ESSAY

Select a character from History and write an imaginative **narrative essay** about him and an important moment in his life (you can, of course, also choose a young girl). You do not need to write about his whole life history – just about a moment in time or the experiences of a few days or a few weeks.

You will need to do a bit of **research** to find out details of the period in which s/he lived so that your facts are convincing e.g. a boy living during the Apartheid years who wanted to study but could find no institution that would accept him; a boy living on Robben Island in the leper colony that used to be there; a young girl travelling with her parents on the Groot Trek . . . or choose a character from European or American History . . .

Try to have a point to your story: The story can have a moral; the character can reach some new understanding of himself or his parents or his brother or his friend; the story can have a surprise twist to it . . .

It is, of course, important for you to **PLAN** your essay as you have been taught.

**THINK** about the topic, the main character, the main idea **BEFORE** you start writing down anything. Then work out your story-line and consider your opening and closing paragraphs: Try to make them memorable and impactful.

Then add some clever punctuation (but do not overdo it!) and add some colourful images by using the figures of speech that you know (again, do not overdo it!)

and finally, you do need to **GO OVER** the whole essay to edit it: To get rid of any language or punctuation errors; to check that you have full sentences and that you have some style.

**Remember** the following aspects of good narrative writing:

CHECKLIST

	ITEMS to CONSIDER for INTRODUCING STYLE	TICK
1.	Have a strong opening paragraph.	
2.	Use good descriptive adjectives / participles to colour my main character	
3.	Vary the length of my sentences.	
4.	Vary the length of my paragraphs.	
5.	Use interesting, varied punctuation.	
6.	Use a few clever figures of speech e.g. alliteration	
7.	Write a neat essay, using a clear handwriting.	
8.	Space my paragraphs well.	
9.	Select a short, pithy title.	
10.	Have no spelling or language errors	
11.	Have a good story line	
12.	Have a good closing paragraph	

Table 1.5

### 1.3.5.12 PLANNING MY ESSAY

- **BRIEF RESEARCH NOTES:** Character chosen; time period; details . . .
- POSSIBLE OPENING PARAGRAPH
- MY STORY-LINE: PLANNING
- **MY S TORY-LINE: FINAL LOOK**
- POSSIBLE CLOSING PARAGRAPH

### 1.3.6 Assessment

Learning outcomes(LOs)
LO 1
ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment standards(ASs)
We know this when the learner:
<i>continued on next page</i>

1.1 understands and appreciates stories, including those told by other learners:
1.1.1 responds personally and critically, asks and answers questions;
1.2 understands oral texts (e.g. radio talk shows, texts with statistics):
1.2.1 answers questions;
1.3 listens for specific information:
1.3.2 uses information to complete a table or chart, or label a diagram.
LO 2
SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: makes polite requests and asks people not to do things, asks for help from friends or strangers;
2.6 gives a short formal talk or presentation:
2.6.1 uses some statistics and visual effects (e.g. a poster).
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction):
3.1.8 with fiction, demonstrates an understanding of character, plot, setting and narrator;
3.1.9 compares different kinds of texts and matches them with their purpose (e.g. instructing, persuading);
3.4 reads for information:
3.4.4 summarises information;
3.6 uses reading strategies:
3.6.1 skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations).
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>continued on next page</i>

We know this when the learner:
4.1 writes to communicate information:
4.1.3 does a survey and writes it up;
writes for social purposes:
4.2.4 shows awareness of text type, purpose, audience, context, and register/style;
4.3 writes for personal reflection:
4.3.1 writes a diary or journal;
4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts.

Table 1.6

### 1.3.7 Memorandum

#### ACTIVITY 1

Divide the class into four groups and let them work on their plays as a group to perform to the class. Help them with their language and ideas, suggest that they wear simple costumes (perhaps just a cap to show the difference between the trader and the buyer) and let them draw up a poster advertising their product.

#### ACTIVITY 2

The learners must put their hands behind their back so that **ONLY** their **WORDS** explain the object. They can choose a simple object of their own choice **OR** the educator can supply an idea e.g. an egg-beater; a toaster; a pan; a tea-bag; a potato-peeler. . .

Here the learners need to tell the class about right and left, about the size of the object (relating it an object e.g. the size of a R1 coin); they are not allowed to repeat their instruction so learners have to be quiet and they are not allowed to use their hands. If the class manages to draw the object then the instructions have been clear. First, each learner must draw a few squares on a piece of paper (or you can prepare this beforehand for them).

#### ACTIVITY 3

Go through the various stages of the planning with the pupils (as it is in their books) so that they understand the process. Also go through the assessment chart with them so that they know who will evaluate them and how they will be evaluated.

### 1.3.8

## 1.4 Planning and presenting a selling campaign<sup>4</sup>

### 1.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.4.2 Grade 9

#### 1.4.3 FUN AT THE FAIR

#### 1.4.4 Module 4

### 1.4.5 PLANNING AND PRESENTING A SELLING CAMPAIGN

#### 1.4.5.1 ACTIVITY 1:

#### 1.4.5.2 PLANNING AND PRESENTING A SELLING CAMPAIGN

#### 1.4.5.3 [LO 2.6.1]

- Make a heading: MY OWN PRODUCT

Now, **in your group**, choose a product of your own and MERELY plan a campaign based on the following criteria.

- Do not bring the actual product into the classroom. This is only the planning stage!

A. Decide what each term below means, first of all.

B. Write down some notes about your product under each heading. (Reminder: you will also be judged by your preparation and planning)

You can choose any ONE of the following products:

Pottery / flowers / tea / a toy / fruit / tourist product

COMPLETE THE FOLLOWING WELL:

The product we have chosen is : \_\_\_\_\_

1. What will make our product 'good'?
2. How should our product be assembled?
3. How best can we distribute our product?
4. What is the best way to transport our product?
5. How and where should our product be stored?
6. How should our product be graded?
7. How should we present our product?
8. How can we network to join up with another suitable producer?
9. How can we finance our product?
10. What sort of risks are we taking?

Make sure you have all the information you require.

NOW, decide **WHO** will present **WHAT** aspect of the preparation to the class.

Make AN ATTRACTIVE ORAL PRESENTATION of your product in class.

Communicate orally (using the OHP / posters / other visual stimuli), **HOW you prepared and planned your presentation only**. Try to 'sell' your article with this presentation.

---

<sup>4</sup>This content is available online at <<http://cnx.org/content/m22100/1.1/>>.

	4	3	2	1
PREPARATION				
Is my product good				
Assembly				
Distribution				
Transport				
Storage				
Grading				
Network				
Finance				
Risks				
PRESENTATION				
Clarity				
Enthusiasm				
Team work				
Class contact				
Use of notes				
Preparation				
Use of language				

Table 1.7

**1.4.5.4 ACTIVITY 2:****1.4.5.5 TELLING A STORY OF SUCCESS****1.4.5.6 [LO 1.1]****IMPORTANT TIP**

Now you can see that selling / marketing (entrepreneurship) is not as easy as it looks. There is an enormous amount of preparation you should do first.

Then it is easy and enjoyable – and profitable!

Entrepreneurship means coming up with a good idea / product;

Preparing your campaign and then presenting your idea / product really well.

In South Africa there are many success stories of people who had nothing and then used their entrepreneurship to make a success of their lives.

Do you know any stories like this? Tell the rest of the class.

**1.4.5.7 ACTIVITY 3:****1.4.5.8 INVENTING A NEW BOARD GAME****1.4.5.9 [LO 5.1.3]**

Now, in your group, see if you can design A NEW BOARD GAME that you might be able to market successfully.

Consider the following first:

1. The game should be played by more than two players.
  2. The board must be attractive but simple.
  3. The markers must be relevant and colourful.
  4. The game must have a purpose.
  5. There must be some kind of 'reward' when a player wins and some kind of 'punishment' if he loses, during the game.
  6. It should not be expensive to make.
  7. It should be easy to carry around.
  8. Some re-cycled goods should be used somehow.
  9. Have fun planning and designing and being creative and innovative!
  10. If your game is really successful, you might try to market it, using the tips you have learnt so far!
- You will be judged on your PREPARATION and you PRESENTATION

**1.4.6 Assessment**

Learning outcomes(LOs)
LO 1
ListeningThe learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment standards(ASs)
We know this when the learner:
1.1 understands and appreciates stories, including those told by other learners:
1.1.1 responds personally and critically, asks and answers questions;
1.2 understands oral texts (e.g. radio talk shows, texts with statistics):
1.2.1 answers questions;
1.3 listens for specific information:
1.3.2 uses information to complete a table or chart, or label a diagram.
<i>continued on next page</i>

LO 2
SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language:
2.2.1 uses language for a range of functions: makes polite requests and asks people not to do things, asks for help from friends or strangers;
2.6 gives a short formal talk or presentation:
2.6.1 uses some statistics and visual effects (e.g. a poster).
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction):
3.1.8 with fiction, demonstrates an understanding of character, plot, setting and narrator;
3.1.9 compares different kinds of texts and matches them with their purpose (e.g. instructing, persuading);
3.4 reads for information:
3.4.4 summarises information;
3.6 uses reading strategies:
3.6.1 skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations).
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.3 does a survey and writes it up;
writes for social purposes:
4.2.4 shows awareness of text type, purpose, audience, context, and register/style;
4.3 writes for personal reflection:
4.3.1 writes a diary or journal;
<i>continued on next page</i>



4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts.
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum:
5.1.3 produces visual or graphic material to support texts;
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions;
5.2.2 uses language for thinking: expands generalisations, definitions and classifications into paragraphs.

Table 1.8

### 1.4.7 Memorandum

#### ACTIVITY 1: MY OWN PRODUCT

This is just an explanation of the campaign NOT the campaign itself or the selling itself.

Terms to explain BEFORE you start are:

Product Item that is made to be bought or sold

Assembled The way the item is put together (e.g. conveyor - belt system?)

Distribute The way the items are sent throughout the land for sale.

Transport The way the items are taken to the distribution points

Stored Where the items are kept until they are sold

Graded Placing items into different quality categories

To present How the items are placed on a table/shelf to make them look attractive

Network Joining with other like-minded businesses to share ideas

Finance The money involved

Risks Thinking about what COULD go wrong, beforehand.

Let them understand the evaluation chart before they start. Discuss the use of headings and sub-headings; the use of colour; the effect of neatness and clarity. Help them with their work and their choices.

Give them time to prepare their presentation They do need to realize that selling is not as easy as it looks – it takes preparation and a clear head! Now encourage them to look at products that are for sale in the shops – with new eyes!

#### ACTIVITY 2:

Explain the purpose of telling a good story; the entertainment value. (tone, enthusiasm.)

#### ACTIVITY 3: DESIGNING A NEW BOARD GAME

This can be a fun exercise but it will also teach them some basics. This time the players should be left on their own to see how imaginative they can be

Let them know that any **re-cycled objects** can be used in this game e.g. empty cotton reels; old buttons; corks; bottle tops; plastic bags; egg cartons etc. Then this can be an environmental task as well!

- If there are any games that are really good, then let them see if they can market them.

## 1.5 Research<sup>5</sup>

### 1.5.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.5.2 Grade 9

#### 1.5.3 FUN AT THE FAIR

#### 1.5.4 Module 5

#### 1.5.5 RESEARCH

Decide which of the following to sell at school:

A	B	C	D	E	F
Biltong	Sweets	Ice-cream	Small cakes	Chips	A health-food product

**Table 1.9**

Use the **FIVE FACES OF MARKETING** to help your group prepare.

- You will be evaluated at the end for the **complete project**

##### 1.5.5.1 ACTIVITY 1:

##### 1.5.5.2 FACE 1: RESEARCH results

##### 1.5.5.3 [LO 4.2.4]

1. Decide which grade(s) in the school you wish to test.
2. Work out a short questionnaire to find out which product the pupils of the school would prefer.
3. Go and ask the opinion of 30 pupils.
4. Record your findings clearly.
5. Decide how your product will be better than your competitors'.
6. How do you want your customers to see you?

##### 1.5.5.4 ACTIVITY 2:

##### 1.5.5.5 FACE 2: MERCHANDISING and SELLING results

##### 1.5.5.6 [LO 4.2.4]

1. How and where will I position my product?
2. How will I package my product?
3. How and when will I display my product?
4. How will I introduce an encouraging mood?
5. How will I price my product?
6. How will I approach my customers?

---

<sup>5</sup>This content is available online at <<http://cnx.org/content/m22104/1.1/>>.

### 1.5.5.7 ACTIVITY 3:

#### 1.5.5.8 FACE 3: ADVERTISING results

#### 1.5.5.9 [LO 4.2.4]

1. How will I attract my customers?
2. How will I arouse curiosity?
3. How can I instil a wish to own and buy the product?
4. What school media will I use to advertise my product?

### 1.5.5.10 ACTIVITY 4:

#### 1.5.5.11 FACE 4: SALES PROMOTION results

#### 1.5.5.12 [LO 4.2.4]

1. What prizes, discounts, specials and competitions can I use to promote my product?
2. What special idea can I use to promote my product? (School's birthday, Mother's Day, launch of a new product . . .)

### 1.5.5.13 ACTIVITY 5:

#### 1.5.5.14 FACE 5: PUBLIC RELATION results

#### 1.5.5.15 [LO 4.2.4]

How will I ensure that I have a good reputation?

Here is some space for you to record some good ideas that might come to you in a flash – ideas for creating a product that is not on the market at the moment!

### 1.5.5.16 ACTIVITY 6:

#### 1.5.5.17 SENSE-SITIVE WRITING: Personal letter

You might also like to communicate some feelings you experienced during the previous projects.

Select **ONE** of the following: One **short** and one **long** piece

One day you find a new sweet / new biscuit / new ice cream in a shop. In a **short letter to a friend**, making it as appetising as possible, describe what the new product looks like; feels like; tastes like and smells like.

OR

You have just bought a new item of clothing. Write to a close friend and describe what this item looks like and feels like and try to describe your feelings when you wear this item.

- Try to use:
- Some new words; some onomatopoeia;
- some evocative figures of speech; a few made-up words.

Your ideas will be placed on the wall of the classroom.

Your teacher will give you an example of a friendly letter so that you can see the correct format to use.

**1.5.5.18 ACTIVITY 7:****1.5.5.19 SENSE-SITIVE WRITING: Descriptive essay****1.5.5.20 [LO 4.4.2]**

You attend a Products' Exhibition where new, interesting international products are displayed. (A general fair = different products on show OR A specific fair = only certain products on show).

Write a descriptive essay (of 250-300 words) describing the stands, sounds, sensations, scenery, sellers and scents.

OR

You attend a very special function in a magnificent setting where the guests are wearing evening dress.

Write a descriptive essay, describing the evening by explaining the sense of excitement, the elegance, the opulence and the showiness of the function. Give your feelings about the event.

Again, you realise that you need vocabulary in order to express yourself well.

It is time for you to look at Roget's Thesaurus (collection of words) or any other thesaurus to see the great variety of words that can be used. Try to build up a good collection of sense words:

Touch, Taste, Sight, Hearing and Smell – they will always come in handy!

Use the following ideas for *planning your essay*:

OPENING
Think of a clever opening statement where you describe in a clever way the approach to the fair.
Here are some ideas:
Vary the length of your sentences in this paragraph.
Give one simple bold statement as an opener.
Use a clever idea for catching the attention of your reader.
Use an interesting figure of speech to draw a picture of what you mean
Start with a contrast.
Start in the middle of your description.
Start at the end.

**Table 1.10**

BODY of the essay	
The stands	Describe them in general; then a few special ones that appeal to you;
The sellers	Describe what they look and sound like; something about their personalities and their character; how successful you think they are and why.
<i>continued on next page</i>	

The sounds	How you feel on arrival, walking through the stalls and on finding something of great interest. How do you think the other members of the public feel? How can you tell?
The sensations	How is the hall decked out? Sound equipment? Is there a central theme?
The scenery	Are there any special colours used? Balloons?
The scents	There must be scents from the food stalls – can you describe them?

Table 1.11

CLOSING
Think of a good way to end your essay.
Here are some ideas:
Make a general statement.
Give your version of the whole event.
Leave the reader with something to think about.
End with a challenge.
End with one or a few questions.

Table 1.12

#### 1.5.5.21 MY PLANNING

- OPENING PARAGRAPH
- BODY OF THE ESSAY
- CLOSING PARAGRAPH

Look at the check list below, before you hand in your **edited** version of the essay, to see whether you have used most writing techniques which will improve your writing:

Checklist of writing techniques	Tick
Handwriting is neat.	
Spelling of words is correct	
The length of sentences varies.	
The length of paragraphs varies.	
Some interesting figures of speech have been used.	
Some relevant, colourful descriptive words have been used.	
Some interesting punctuation has been used.	
I have not gone off the point.	
I have written clearly.	
I have not taken too long to say something simple.	
I have edited my work.	

Table 1.13

### 1.5.6 Assessment

LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.3 does a survey and writes it up;
<ul style="list-style-type: none"> <li>• writes for social purposes:</li> </ul>
4.2.4 shows awareness of text type, purpose, audience, context, and register/style;
4.3 writes for personal reflection:
4.3.1 writes a diary or journal;
4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts.
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum:
5.1.3 produces visual or graphic material to support texts;
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions;
5.2.2 uses language for thinking: expands generalisations, definitions and classifications into paragraphs.

Table 1.14

### 1.5.7 Memorandum

#### ACTIVITY 1

Before tackling this ACTIVITY, let them sign the *Commitment Certificate* with honesty and sincerity. Keep these certificates in the learners' portfolio.

- 1 Only one grade e.g. Grade 10's only
- 2 Have a few good questions so that your findings are reliable.
- 3 They should ask 30 learners from different classes.
- 4 Make sure that the handwriting and spelling is correct in the record. The record can also be in a graph form.
- 5 Decide what it will be that will make your product better than the competitor's.

1. Let them use adjectives / present participles here e.g. industrious; innovative imaginative; clever; thorough; interested in people.

#### ACTIVITY 2

- 1 Where in the classroom? / On the school grounds? / Nearest to the entrance? / In the far corner? / Near the light? . . . Also: On a table? On straw? On the floor? . . .
- 2 What wrapping will be used? / What colours? . . .
- 3 Will they stack boxes? / Use a table-cloth / Red material? / Have different heights? / Put the small ones in front and the larger at the back? Will there be signs up? / Will the price be clear? / . . .
- 4 What will be done to invite buyers, at least, to take a look and to buy?
- 5 Pupils must understand that they should not over-price nor under-price: That consumers are not stupid. (Explain how some sellers try to do this to tourists and that this puts off tourists, who are not stupid and who know the value of things!)

1. Explain about friendliness, politeness, interest being shown and about how to talk to buyers.

#### ACTIVITY 3

- 1 Discuss the use of bill-boards; posters; signage. Give examples
- 2 Perhaps have a surprise parcel; a competition?
- 3 Make it look as if the buyer cannot do without this product.

1. The school newspaper; poster; intercom; notice-boards?

#### ACTIVITY 4

- 1 Help the learners with this. Let them also look in the shops and see what ideas they gain there.

1. They need to look at a calendar that gives the public holidays or use the special days at school or in their town – there might be a craft market they could go to?

#### ACTIVITY 5

A good time to talk to them about over-pricing, about rudeness to customers or a casual attitude which drives customers away. Perhaps they can draw up a list of qualities that a salesperson needs to have. This will let them think about their career choice and about writing a CV. Once they have the list, they could put the qualities in alphabetical order and then explain WHY the qualities are necessary. Let THEM draw up an evaluation list.

#### ACTIVITY 6

First let them draw up a list of words that they could use. They can do this at home as a home assignment or as a group ACTIVITY, using a dictionary. Let them put down some

headings: Words that describe a look (appearance); a feeling; a taste and smell. Then the words can be shared and vocabulary improved!

Explain too about onomatopoeia and figures of speech that they could use. And remember to place their efforts on the classroom wall. Pupils learn from pupils sometimes more than from an educator!

However, first go over some excellent sections from any individual effort with the class.

- Help them with **the letter** format.

#### ACTIVITY 7

Go through the planning of the essay with them so that they understand exactly what they have to do. And then explain that they do need to EDIT their work – you can help them with the rough work.

## 1.6 Reading to yourself<sup>6</sup>

### 1.6.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 1.6.2 Grade 9

#### 1.6.3 FUN AT THE FAIR

#### 1.6.4 Module 6

### 1.6.5 READING TO YOURSELF

#### 1.6.5.1 ACTIVITY 1:

#### 1.6.5.2 READING TO YOURSELF

#### 1.6.5.3 [LO 3.1.9]

Now, we are going to end with another listening, reading and reasoning exercise, to end the way we started!

Read the following type of advertisement, which is so popular at the moment on our TV, **TO YOURSELF**.

“The Blidget Gadget is the item to have on your shelves if you want to be a successful sewer!

The Blidget Gadget cuts, stitches, folds, gathers, irons and labels.

Look how easy the Blidget Gadget is!

There is no pressure on your hand; you will have an attractive piece of furniture in your house, and an easy-to-assemble kit.

You, too, can come up with sophisticated sewing very quickly.

And you, too, can impress your friends and your husband’s boss and his wife by using the Blidget Gadget.

But you are mistaken if you think this is all you get. With the Blidget Gadget, you also receive a clear instruction booklet, a lace apron with your name on it, some needles and cotton reels and an attractive flat box for storing your items. And an attractive wall-hanging for keeping your sewing utensils: your scissors, needles and cotton.

So, sew your husband’s shirts, trousers, vests, underwear, pyjamas and handkerchiefs with the Blidget Gadget. You will be amazed at the result. And you will save yourself thousands of rand.

Or you can start your own business and make items to sell.

And this all costs: Not R300, not R200, but only R140.

So, to remind you of this astounding offer: This is what you get:

The Blidget Gadget cuts, stitches, folds, gathers, irons and labels.

It is easy

There is no pressure on your hand.

It is attractive.

It is easy to assemble.

It will impress your friends and business associates.

With it comes an instruction booklet, a lace apron, needles, cotton reels, flat box for storing, wall-hanging for scissors and other items.

It is easy to order.

Just phone 011 - 123456 now (what could be easier?) or visit The Gadget Shop in your town.

You can be the best dresser in town or be the owner of a successful business. For only R140.”

---

<sup>6</sup>This content is available online at <<http://cnx.org/content/m22105/1.1/>>.



#### 1.6.5.4 ACTIVITY 2:

#### 1.6.5.5 READING ALOUD

#### 1.6.5.6 [LO 3.1.9]

Now, **prepare** this so that you *read* the advertisement on TV clearly, **with meaning**, and persuasively. See HOW:

“The **Blidget Gadget** /is the item to have / on your shelves / **if** you want to be a **successful** sewer!

The **Blidget Gadget** cuts,/ stitches,/ folds,/ gathers,/ irons/ **and labels**.

/Look how **easy** the Blidget Gadget is! /

There is **no pressure** on your hand,/ you will have an **attractive** piece of furniture in your house,/ and an **easy-to-assemble** kit.

You, **too**, can come up with **sophisticated** sewing /**very** quickly.

And you, **too**, can **impress** your friends / **and** your husband’s boss and his wife /by using **the Blidget Gadget**.

But you are **mistaken** / if you think this is **all** you get. /With **the Blidget gadget**, /you **also** receive a clear **instruction booklet**, /a **lace apron** with your name on it, /some **needles** and **cotton reels**/and an **attractive** flat box /for storing your items./ **And** an **attractive** wall-hanging /for keeping your sewing utensils: /your scissors, needles and cotton.

**So**, /sew your husband’s shirts,/ trousers,/ vests,/ underwear,/ pyjamas and handkerchiefs /with **the Blidget Gadget**. /You will be **amazed** at the result. /And you will save yourself /**thousands** of rand.

**OR**/you can start your **own** business /and make items to sell.

And this all costs: /**Not** R300, /**not** R200, /but **only** R140./

So,/ to remind you of this **astounding** offer:/ This is what you get:/ The Blidget Gadget **cuts**,/ **stitches**,/ **folds**,/ **gathers**,/ **irons** and **labels**. /

It is **easy** /

There is **no pressure** on your hand./It is **attractive**./It is **easy** to assemble./It will **impress** your friends /and business associates./With it come an **instruction** booklet,/ a **lace apron**,/ **needles**, /**cotton reels**,/ flat box for **storing**,/ **wall-hanging** for scissors /and other items./It is **easy to order**./

**Just** phone 011 - 123456 now /(**what** could be easier?) /or **visit** /**The Gadget Shop** /in your town./

**You** can be the **best** dresser in town /or be the owner of a **successful** business. /For **only** R140.”

Did you remember that:

- you need to prepare your reading before you start?
- you need to work out where to pause and where to pause longer?
- you need to stress certain syllables to introduce tone variation.?

#### 1.6.5.7 ACTIVITY 3:

#### 1.6.5.8 PLANNING SYMBOLS / ICONS

#### 1.6.5.9 [LO 5.2.2]

WHAT do the icons below represent?

The Blidget Gadget =

Piggy-bank

Life-belt

Wishing-well

Window

Clock

Gold

**1.6.5.10 ACTIVITY 4:****1.6.5.11 QUOTING****1.6.5.12 [LO 6.8]**

NOW, decide which of the following persuasive techniques have been used?

**Quotean example** (correctly) to support your answer!

1. Repetition is used.
2. A personal approach is used.
3. Rewards for buying this product are offered.
4. An idea is introduced that IF you do not buy this item, you are useless and certainly will not be a good sewer.
5. What makes it sound like a marvellous machine that will be VERY useful?
6. What makes it sound VERY cheap?
7. What makes it sound as if it works very fast?
8. That you will be a social success is promised.
9. You will save money, is assured!
10. Using this will make you a businesswoman is indicated.

**1.6.5.13 ACTIVITY 5:****1.6.5.14 INTERPRETING A MESSAGE****1.6.5.15 [LO 4.3]**

Write down *YOUR* thoughts about the value of this product and the impact of this type of advertisement:

**1.6.5.16 ACTIVITY 6:****1.6.5.17 PUNCTUATION MARKS****1.6.5.18 [LO 6.8]**

Read the following extract and then answer the questions that follow:

When the day arrived, Marcus was ready! He had all his toys waiting for willing customers. Soon, word spread that well-made toys were for sale at a reasonable price and Marcus soon sold all his products very quickly - there was even a demand for more . . .

He went home a very satisfied young man, proud in the knowledge that he was now a proper merchant (whereas before he had been a proper ‘mechant’! – a French word meaning ‘naughty’). He knew that he would be able to survive in a competitive world.

Name the punctuation marks that were used in the above passage and question.

: \_\_\_\_\_  
 ! \_\_\_\_\_  
 . \_\_\_\_\_  
 , \_\_\_\_\_  
 - \_\_\_\_\_  
 . . . \_\_\_\_\_  
 ( ) \_\_\_\_\_  
 “ ” \_\_\_\_\_

- Why does ‘Marcus’ have a capital letter?
- Why is naughty in inverted commas?

**1.6.5.19 ACTIVITY 7:****1.6.5.20 IDENTIFYING PHRASES AND CLAUSES****1.6.5.21 [LO 6.8]**

Decide whether the following are phrases or clauses. Just tick the answer:

	Phrase	<u>Clause</u>
When the day arrived		
for willing customers		
at a reasonable price		
Marcus soon sold all his products		
very quickly		
for more . . .		
He went home		
like a very satisfied young man		
He knew		
that he would be able to survive		
in a competitive world.		

**Table 1.15**

**1.6.5.22 ACTIVITY 8:****1.6.5.23 FINDING VERBS IN A PARAGRAPH****1.6.5.24 [LO 6.8]**

Find the seven verbs in the paragraph below:

When the day arrived, Marcus was ready! He had all his toys waiting for willing customers. Soon, word spread that well-made toys were for sale at a reasonable price and Marcus soon sold all his products very quickly - there was even a demand for more . . .

**1.6.5.25 ACTIVITY 9:****1.6.5.26 IDENTIFYING TENSES**

In the next paragraph below, what tense is:

‘went’?

‘was’ ?

‘had been’?

‘would be able to survive’?

What is the present tense of ‘went’?

What is the future tense of ‘went’?

What is the present tense of ‘had been’?

He went home a very satisfied young man, proud in the knowledge that he was now a proper merchant (whereas before he had been a proper ‘mechant’! – a French word meaning ‘naughty’). He knew that he would be able to survive in a competitive world.

**1.6.6 Assessment**

LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction):
3.1.8 with fiction, demonstrates an understanding of character, plot, setting and narrator;
3.1.9 compares different kinds of texts and matches them with their purpose (e.g. instructing, persuading);
3.4 reads for information:
3.4.4 summarises information;
3.6 uses reading strategies:
3.6.1 skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations).
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.3 does a survey and writes it up;
writes for social purposes:
4.2.4 shows awareness of text type, purpose, audience, context, and register/style;
4.3 writes for personal reflection:
4.3.1 writes a diary or journal;
4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts.
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum:
<i>continued on next page</i>

5.1.3 produces visual or graphic material to support texts;
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions;
5.2.2 uses language for thinking: expands generalisations, definitions and classifications into paragraphs.
LO 6
Language Structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret text.
We know this when the learner:
6.8 uses some language to talk about language (meta-language - terms such as paragraph);
6.9 expands vocabulary (e.g. uses prefixes to form new words: autobank, autobiography, automatic).

Table 1.16

## 1.6.7 Memorandum

### ACTIVITY 1: LISTENING, READING AND REASONING

Learners, on the whole, do not read well. They cannot look up from their reading with confidence. This exercise is to promote this useful skill. Let the educator read the passage first so that they HEAR how it should be done.

#### ACTIVITY 2: FINAL READING EXERCISE

Now ask readers from the class to read and to vary the tone in their voice by stressing certain words, using a lighter tone for these stressed words. Also explain what the virgules mean – that they need to pause and breathe at those strategic spots. Poor breathing is one of the causes for poor reading and this exercise can even help stutterers who have difficulty with breathing correctly. Explain about enthusiasm, conviction and sincerity. After all, this IS a useful gadget and they can be honest in their approval!

#### ACTIVITY 3: ICONS

First explain that an icon means an object representative of the thing you mean.e.g. flags are typical icons.

Here: The light-bulb = an idea is representedThe pig = money that can be made and savedThe life-belt = this gadget could save a person from poverty, lack of employment and boredomThe wishing well = if you wish to improve your finances, sell this gadget .The window = a window of opportunity – look through and see what you can do!The clock = seize opportunities – do not waste timeThe pot of gold = there is a reward for hard work

#### ACTIVITY 4:

Explain how words are used to persuade us to buy and that the advertisement appeals to certain needs in us: We would like to be successful, to be handy, popular, capable; . . .

1 Repetition: The name is repeated often.

2 A personal approach: The writer chats to the reader personally.

3 Rewards for buying the product:

Will be a successful business woman!

Will have attractive piece of furniture!Will receive all sorts of extras!Will save money!Will be the best dresser in town!

4 That this is a very necessary item otherwise you will be useless: “If you want to be a successful sewer”!

5 A marvellous machine which is useful:It does so much that you cannot do without it!

6 A cheap machine: “Not R300. Not R200. But only R140”!

7 Works very fast: “It is easy” implies that it works well and fast.

8 You will be a social success: “You can impress your friends and your husband’s boss” and, “You can be the best dresser in town”!

9 You will save money: “You will save yourself thousands of rands.”

10 You will be a business woman: “You can be the owner of a successful business.”

Now, the learners should be able to distinguish between fact and opinion in this advertisement. They should decide as a class (by a show of hands) whether they think this is a good advertisement or not and whether it is very persuasive or not.

#### ACTIVITY 5:

Go over some of the answers and have a short class discussion.

#### ACTIVITY 6: PUNCTUATION MARKS

Encourage them to use some of these in the writing but explain about overuse or under-use.

#### ACTIVITY 7: IDENTIFYING PHRASES AND CLAUSES

Explain what a phrase or clause is; that a preposition **always** starts a phrase but that not all phrases are started by a preposition! Give them examples of this. Let them find the verb in the clauses. Give them extra exercises.

#### ACTIVITY 8: FINDING VERBS IN A PARAGRAPH

Help them to understand that a finite verb can consist of up to 5 words!

#### ACTIVITY 9: IDENTIFYING TENSES

Go over tenses with the class and do as many extra exercises as possible.





# Chapter 2

## Term 2

### 2.1 To listen for specific information and read diagrams<sup>1</sup>

#### 2.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.1.2 Grade 9

#### 2.1.3 GROUP WORK AND MUSIC

#### 2.1.4 Module 7

#### 2.1.5 TO LISTEN FOR SPECIFIC INFORMATION AND READ DIAGRAMS

#### 2.1.6 ACTIVITY 1:

#### 2.1.7 To be able to listen for specific information / read diagrams

Your educator will divide you into groups. Please co-operate!

- The members of the groups that are formed will work together on the following activities:

Listen carefully while your educator reads the following to you:

##### TIPS FOR GOOD GROUP DYNAMICS

Choose a leader for the group:

The leader should . . .

- keep the group focused on the task at hand;
- encourage rotation of reading and answering;
- select readers;
- encourage comments firmly but tactfully;
- allow interruptions but keep the flow;
- make sure all members participate;
- ensure notes are written down by all;
- keep time where necessary, or appoint a time-keeper;
- repeat a contribution if not heard by all;
- encourage, motivate and praise;
- ask the educator if there is a query;
- ensure there is an end result;
- sum up every now and again.

---

<sup>1</sup>This content is available online at <<http://cnx.org/content/m22107/1.1/>>.

Make sure every member reads and contributes.

All opinions should be heard.

Each member should listen, take notes, take part, contribute, assess, learn to summarise.

Each member should respect the views of the other members.

The group should share responsibilities.

The group should not stray from the topic and goals of the activities.

The group should develop good social skills by being accommodating, tolerant and patient.

### 2.1.8 ACTIVITY 2:

#### 2.1.9 To be able to read diagrams / ask and answer questions

#### 2.1.10 [LO 2.2.1, 3.4.2]

Each group should find FIVE pictures from magazines or newspapers, depicting various song titles.

- Paste them on A3 paper. Show the rest of the class. They must guess the titles.
- You can give them hints if they do not know the answers:

They may only ask questions to which you can reply 'yes' or 'no'.

### 2.1.11 ACTIVITY 3:

#### 2.1.12 To be able to interpret messages

#### 2.1.13 [LO 2.1]

You may act out a word or a syllable or a phrase, as in charades.

Let *the leader of the group* read the following rules to you:

The team may not speak at all but only use actions to depict the title.

Select a song title that is easy to act out, e.g. Walking my Baby Back Home.

First show the class that the title consists of five words by holding up five fingers. Then you hold up one finger to indicate that you are dealing with the first word. You let them know how many syllables there are in this word. Then you act out the first word.

Now you go on to the next word . . . and so on.

- e.g. The first person can walk along (walk), you can indicate that the word must be longer by showing the class (walk-ing); a second can point to herself (my); another can carry a baby (baby); the fourth can point to her back (back), and the last can open a door like the front door of a (home).

Perhaps let somebody else read here and explain fully:

You can do the same for the title of a **film** by pretending that you are rolling a film, or for the title of a **book** (hold your palms upwards to indicate a book); or the title of a **TV programme** by drawing a square in the air (indicating a TV).

You can do the same for **parts of speech**. Take **common nouns** and see how many a team can guess in a given time limit. TIP: **Abstract nouns** are very difficult to do – for the experts.

Let a third person read here and explain fully:

There is one extra way of doing this. Place one learner at the front of the room. S(he) has a list of titles. One member from each team goes up to her/him and is given a title. This member then returns to the group and either acts out or draws the title for the group. There may be no speaking by the member whose turn it is.

If the group successfully guesses the title, then the next member goes up to fetch the next title.

Obviously the answer must not be shouted out because the other team will hear!

The team that correctly identifies all the titles first is the winner.

Enjoy the activity, but make sure that you learn about communication at the same time!

- Look at the following checklist to guide you:

CRITERIA	COMMENTS	Tick
Clarity of gestures		
Correct break-down of the words		
Correct animation		
Cleverness of clues		
Participation		
Success rate		
Control		

Table 2.1

#### 2.1.14 ACTIVITY 4:

#### 2.1.15 To be able to read text for purpose, audience, context

#### 2.1.16 [LO 3.1.1]

The educator will select the readers for this activity.

- As you are reading to the class, you need to read clearly.

The passage will be read TWICE:

- Your first reading just gives the class the idea of what the passage is about (the *theme*); something about the *characters*; *where and when* the story takes place, and something about the *style* of the writer.
- The SECOND reading will help the class to pick up *details* or missed facts.

**TIP:** It is sometimes useful in a comprehension activity to read just the first sentence of all the paragraphs and to look at the source of the writing as these give important clues.

If you want to skim-read, then pick out the main nouns and verbs ONLY as you read.

Somehow your brain makes the connections.

It is amazing how much you can learn in such a short time.

Competition

Excitement was in the air! It was that time of year again...school concert time!

The hall was alive with the voices of energised children discussing what they would be doing in the concert. Groups were forming, and those already established were frantically practising.

This year's concert was different from others before...this year a local business was sponsoring the best group and the prize was: A musical trip to Botswana, Namibia and Scotland!

The Pally Band [PB] was a group made up of six friends: Chrystal, on percussions; Dawid, on keyboard (he could also make music with bottles); Vusi, who played the saxophone and violin; Nizaam, the lead singer (and harmonica player); Charlie (a girl), the guitarist, and lastly, Jaco, who played the marimbas and did gumboot-dancing as well.

This versatile group could play anything from bluesy jazz music to rock; from traditional African music to classic Bach and Vivaldi. The six of them practised diligently every afternoon, and every weekend. Charlie's dad, Uncle Henry, let them use his garage - he was very supportive of his daughter's band and of her friends.

To repay him, they wanted to win the competition.

With the exception of Dawid, all the band members had their own instruments, which they permanently set up in the garage. The headmistress kindly loaned her son's keyboard to Dawid for the duration of the practice sessions.

Time was closing in on them. There was exactly one and a half weeks left to the big night. The school was abuzz with all the enthusiasm and arrangements. The acts were of a very high standard, but The Pally Band were confident that they would be the ones going on the trip!

That night at rehearsal Nizaam came up with the idea that they should all wear the same outfits for the performance. He had discussed it with his mom, Gina, a seamstress. She had agreed to make their costumes for only R45.00 each. The other band members were excited, and the noise level rose with their animated chatter.

Nobody noticed that Dawid sat alone. Quiet. Downcast.

The next evening, Dawid did not turn up for their usual practice. He had no explanation for them the next day. The band were puzzled by his reaction. Was it just a musician's temperament? To make sure, they went to his house to speak to him directly.

His mom opened the door and explained that Dawid was pulling out of the band! The members were devastated. And confused. They insisted on speaking to him.

"Please tell him that we are his friends and we need to speak to him."

Soon Dawid came downstairs and faced his friends. He could feel their concern.

"I am so ashamed . . . I do not have the money to pay for the costume," Dawid mumbled.

"Is that all?" Chrystal exclaimed, relieved. "That is NO PROBLEM! We are a team. We can do anything together!"

Together they decided to organise a car wash that Saturday to generate funds for their outfits. Very soon they had made enough money to pay for ALL their costumes.

Then it was Friday night! The Pally Band waited anxiously in the wings for their turn. But as soon as they were on stage performing for the crowd, there was no doubt in anybody's mind that The Pally Band would be going on tour to Botswana, Namibia and Scotland during the next school holidays – wearing their new outfits!

### 2.1.17 ACTIVITY 5:

### 2.1.18 To be able to ask and answer more complex questions, using words and grammar correctly

### 2.1.19 [LO 5.2.1, 6.3]

Give four reasons for the busy atmosphere in the school hall.

What is meant by:

- excitement was 'in the air'? (par.1):
- frantically? (par.2):
- versatile? (par.5):
- diligently? (par.5):
- for the duration of? (par 7):
- abuzz with? (par.8):
- animated? (par 9):
- downcast? (par.10):
- devastated? (par.11):
- in the wings? (last par):

One is 'different from' and 'similar . . . . .'

Write two sentences using the following correctly:

- lend / borrow (par.7):

- quiet / quite (par.10):
- practice / practise (par.11):

Can you think of a way of remembering these? (A memory tool is called a ‘mnemonic’)

When you change paragraph 12 into indirect speech, give the FOUR words that change:

Fill in the missing gaps in the following chart:

Abstract Noun	Verb (infinitive form)	Adjective / participle	Adverb
excitement			
		supportive	
			competitively

**Table 2.2**

Can you explain how the title of the passage fits into this story – in two ways?

Match the players with their instruments by drawing a line between them:

	Violin
	Keyboard
Vusi	Guitar
Nizaam	Marimbas
Chrystal	Harmonica
Dawid	Percussion
Charlie	Saxophone
	Bottles

**Table 2.3**

What proof do you have that the group was versatile? Quote from the passage correctly.

Why does one write ‘The group is . . .’ and not ‘The group are . . .’?

Past tense verbs are normally formed by adding a suffix. What is the past tense verb of the following?

- mumble
- open
- discuss

## 2.1.20 Assessment

Learning Outcomes(LOs)
<i>continued on next page</i>

LO 1
ListeningThe learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 listens for specific information:
1.3.1 takes own simple notes;
1.3.2 uses information to complete a table or chart, or label a diagram.
LO 2
SpeakingThe learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 translates and interprets:
2.1.2 translates or interprets messages;
2.2 interacts in additional language:
2.2.1 uses language for a range of functions;
2.4 debates social and ethical issues by arguing persuasively and responding critically:
2.4.4 expresses opinions and supports them with reasons;
2.5 is interviewed by someone:
2.5.1 anticipates the questions that will be asked and prepares for them;
2.5.2 answers questions.
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text:
3.1.1 identifies purpose, audience and context;
<i>continued on next page</i>

3.2 understands some elements of poetry and of the terms used to describe this language:
3.4 reads for information:
3.4.1 reads information texts;
3.4.2 reads diagrams, graphs and charts of increasing complexity;
3.4.4 summarises information.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.1 writes longer texts of several paragraphs, describing processes and procedures, giving explanations, advantages, disadvantages, arguing for and against;
4.1.3 does a survey and writes it up (e.g. as a report);
4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts (e.g. by working with design);
4.6 treats writing as a process:
4.6.1 drafts, reads and discusses own writing critically;
4.6.3 uses knowledge of grammar, spelling, etc., to edit.

Table 2.4

LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum:
5.1.1 understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. “xenophobia” in Social Sciences);5.1.2 writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences);
5.2 uses language for thinking:
5.2.1 asks and answers more complex questions;
5.2.5 draws conclusions;
<i>continued on next page</i>

5.3 collects and records information in different ways:
5.3.1 selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining).
LO 6
Language Structure and UseThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret text.
We know this when the learner:
6.3 understands and uses direct and indirect speech.

Table 2.5

### 2.1.21 Memorandum

#### ACTIVITY 1

As this module deals with group work, it is essential to get this right from the start. So go through the process of group work, almost in slow motion, so that they understand the dynamics FULLY. THEN put what you have taught them into practice with the next exercises and consolidate what you have told them about group work.

#### ACTIVITY 2

Here the essence is confidence in communication and class discipline – also group work. While someone is busy in the front of the class, the rest of the class should pay attention and respect his right to speak. So, disturbances go against the grain of group work. THIS should be understood.

#### ACTIVITY 3

Charades is always fun, as it allows learners to speak English freely and you can make sure that the learners understand where the break comes in syllables and so gain extra information. This helps with hyphenating words correctly.

#### ACTIVITY 4

Learners need to know how to read correctly and how to skim-read.

#### ACTIVITY 5

Let them do this as a language test. They should be familiar with the passage!

They should be encouraged to SEE HOW to answer questions – these skills are useful in an examination e.g. to give a full answer etc.

They should realize the difference between words and phrases, as they occur.

They should look for other mnemonics and share them among the learners in the class.



## 2.2 To be able to summarise information<sup>2</sup>

### 2.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.2.2 Grade 9

#### 2.2.3 GROUP WORK AND MUSIC

#### 2.2.4 Module 8

### 2.2.5 TO BE ABLE TO SUMMARISE INFORMATION

#### 2.2.5.1 ACTIVITY 1:

#### 2.2.5.2 To be able to summarise information

#### 2.2.5.3 [LO 3.4.4, 5.1.2]

- Read the following and then write a short summary of the life of Johann Sebastian Bach, using the heading and sub-headings as suggested:

This German composer and organist was born on 21 March 1685. Aged ten, he was orphaned and went to live with his brother. He attended St Michael's School where he sang in the church choir and came in contact with organists and composers. He married Barbara Bach, his cousin, and they had seven children.

After his marriage he was appointed organist and chamber musician to the Duke of Saxe-Weimar in 1708. Prince Leopold became his new employer and Bach could concentrate on instrumental composition. It was during this time that he wrote his violin concertos and the six Brandenburg Concertos.

Bach had a happy family life and enjoyed being a father. He became famous as an organist and was in constant demand as a teacher and an expert in organ construction and design.

His eyesight deteriorated towards the end of his life and he died, after two eye operations, on 28 July 1750.

**Heading:** Name of composer:

1 Date of birth

2.1 Schooling:

2.2 Influences at school:

3.1 Married:

3.2 No. of children:

4.1 Employment:

4.2 Employment:

5. Famous works

6. Famous as:

7. Died:

- Now, YOU do the same with the following. Read the passage first of all and then summarise it under headings YOU think suitable.

Remember:

- Neat, crisp heading;
- Good spacing
- Clear numbering

---

<sup>2</sup>This content is available online at <<http://cnx.org/content/m22108/1.1/>>.

The Italian composer, Antonio Vivaldi, was born on 4 March 1678 in Venice and died on 28 July 1741. Vivaldi was trained for the priesthood and ordained in 1703, but settled on music as his chosen profession. He was nicknamed ‘The Red Priest’ because of his red hair. In 1703 he was accepted as the music teacher, composer and conductor at the Ospedale della Pietà, a school for orphaned and illegitimate girls in Venice.

Vivaldi’s reputation began to grow with his first publications, which were issued in Amsterdam and in northern Europe, so much so that other musicians sought him out in Venice and even commissioned work from him. So he was very popular, but towards the end of his life he fell out of favour with the public. Still, he is remembered for refining the concerto form, usually set in three movements: fast, slow, fast. His most famous work is *The Four Seasons*.

#### 2.2.5.4 ACTIVITY 2:

##### 2.2.5.5 To be able to read for information and write to communicate information

##### 2.2.5.6 [LO 3.4.4, 4.1.3]

A. You need to do some **group research** for the next project.

- First, your group should select ONE country. (Each group must select a different country).

1. Now, find their national anthem.

2. Make a drawing of their national flag. Explain what their flag represents
  3. Find out if they have a national dress. Try to copy it or at least make a picture.
  4. Select a food that you think represents that country. Bring it along or bring a picture.
  5. Find some music that is popular in that country. Play some or tell the class about it.
  6. Find out what major product the country produces. Bring a sample or a picture.
  7. Find out which famous person originated in that country. Tell the class about him / her.
- B. When the research is complete, then the final product can be **presented to the class**.

- Group explains as follows:

1. *The national anthem and the flag.*

2. *The national dress*

3. *The national foods*

4. *Some national music*

5 *Products*

6. Famous people from that country

#### 2.2.5.7 ACTIVITY 3:

##### 2.2.5.8 To be able to write longer text

##### 2.2.5.9 [LO 4.1.1]

- Write an essay on *National Pride*: What creates it, how it can be stimulated and what its affects are.
- Consider the World Cup Rugby and Cricket, Buy South Africa campaign, flags, what it is that makes a citizen proud. *And see if you can come up with some ideas of your own.*

Rough draft:

Possible opening paragraph: \_\_\_\_\_

Some ideas on the topic: \_\_\_\_\_

Possible closing paragraph: \_\_\_\_\_

Ideas on diction to use: \_\_\_\_\_

Final Product: \_\_\_\_\_

**2.2.5.10 ACTIVITY 4:****2.2.5.11 To be able to express an opinion and give reasons****2.2.5.12 [LO 2.4.4]**

- 
- Today, music therapy is used on patients to improve their moods and feelings and can be a very fulfilling profession. (You might like to investigate this?)
- Bring ONE *feel-good* song and ONE *feel-sad* song with you to class, play them and explain to the class how it makes you feel. Give two or three reasons. The reasons might be related to an experience or to an event or to a person. However, try to express your feelings well.
- Also give the name of the artist and something about him / her / them.

Name of artist: \_\_\_\_\_

Something about them: Summarised: \_\_\_\_\_

How you feel and why: \_\_\_\_\_

**2.2.5.13 ACTIVITY 5:****2.2.5.14 To be able to use language for an impromptu oral**

- The educator will give you a topic.
- You have a few seconds to think about it.
- Then tell the class how you feel – in 1 minute.
- Impromptus are used to teach you to think on your feet.

**TIPS:**

- Take the operative words and work around those.
- You can also:
  - try to create a pun by twisting the operative words around;
  - tell a story which brings in your topic (the easiest to do);
  - disagree with the topic;
  - explain how the topic came about in the first place;
  - make up a story around your topic (which means you can say *anything!*);
  - waste time by repeating the topic – SLOWLY (even as a question, a statement, a command).

**2.2.6 Assessment****LO 2****Speaking**

The learner will be able to communicate effectively in spoken language in a wide range of situations.

*We know this when the learner:*

2.1 translates and interprets:

2.1.2 translates or interprets messages;

2.2 interacts in additional language:

2.2.1 uses language for a range of functions;

2.4 debates social and ethical issues by arguing persuasively and responding critically:

2.4.4 expresses opinions and supports them with reasons;

2.5 is interviewed by someone:

2.5.1 anticipates the questions that will be asked and prepares for them;

2.5.2 answers questions.

LO 3

### Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

*We know this when the learner:*

3.1 reads a text:

3.1.1 identifies purpose, audience and context;

3.2 understands some elements of poetry and of the terms used to describe this language:

3.4 reads for information:

3.4.1 reads information texts;

3.4.2 reads diagrams, graphs and charts of increasing complexity;

3.4.4 summarises information.

LO 4

### Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

*We know this when the learner:*

4.1 writes to communicate information:

4.1.1 writes longer texts of several paragraphs, describing processes and procedures, giving explanations, advantages, disadvantages, arguing for and against;

4.1.3 does a survey and writes it up (e.g. as a report);

4.4 writes creatively:

4.4.2 shows development in the ability to write stories, poems and play-scripts (e.g. by working with design);

4.6 treats writing as a process:

4.6.1 drafts, reads and discusses own writing critically;

4.6.3 uses knowledge of grammar, spelling, etc., to edit.

LO 5
<b>Thinking and Reasoning</b> The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
<i>We know this when the learner:</i>
5.1 uses language and literacy across the curriculum:
5.1.1 understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. “xenophobia” in Social Sciences);5.1.2 writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences);
<i>continued on next page</i>

5.2 uses language for thinking;
5.2.1 asks and answers more complex questions;
5.2.5 draws conclusions;
5.3 collects and records information in different ways:
5.3.1 selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining).

Table 2.6

## 2.2.7 Memorandum

### ACTIVITY 1

The idea is that they do the first summary in order to learn for the second and it is the second that will be marked. Let them understand this.

- You might like to play them some Bach or Vivaldi and show them pictures so that they can picture the period in which they lived. They might also like to consider what was happening in History during their life-time and to tell the class what they found out?

### ACTIVITY 2

This is a research project and should be done thoroughly – so they need to understand their parameters and also the full detail of the assignment. This is something that can be presented at a parent evening with proceeds of the food sold going to a charity of the class is choice. Go through exactly what it is they should research and exactly how they should present it.

### ACTIVITY 3

They have been working in groups but do need to rate their success and to assess where the difficulties lay and see if they can correct them – otherwise we are consolidating mistakes, see? If there is a difficult learner, call him/her aside and explain the value of group work privately.

### ACTIVITY 4

National pride can be chauvinistic and blind – it can be fervent and zealous. It can mislead and scam. The learner must perhaps look at examples of national pride around the world, and question it and commit somehow. After all, we want South Africans to be proud.

- However, it is the work that is done on the rough draft that is significant. Here is where you can stress the value of editing.
- 

### ACTIVITY 5

It is generally not easy for learners to talk about their feelings but here is a chance for them to open up. Allow them space but also explain that tolerance of the rest of the group is healthy and vital to the success of this ACTIVITY. Perhaps it is a good idea if you explain that everybody has to talk in a quiet tone. Then you will create the right atmosphere for this personal ACTIVITY.

### ACTIVITY 6

Once learners have identified musical instruments (and added others), perhaps they might like to make an instrument of their own. This could be so creative, innovative and if you add that they should re-cycle something in the process it has added value, see?

- Perhaps you can find an example of all the instruments and play them so that they HEAR the different sounds. It is also a good idea to show them how an orchestra works and to TAKE them to hear an orchestra playing?

## ACTIVITY 7

Impromptu's are valuable but scary for learners so they need much reassurance. Turn this into a fun exercise by allowing them to laugh but explaining that the laughter comes from compassion for the speaker and not laughing at the speaker!

## 2.3 To listen for specific information<sup>3</sup>

### 2.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 2.3.2 Grade 9

#### 2.3.3 GROUP WORK AND MUSIC

#### 2.3.4 Module 9

### 2.3.5 TO LISTEN FOR SPECIFIC INFORMATION

#### 2.3.5.1 ACTIVITY 1:

#### 2.3.5.2 To be able to listen for specific information

#### 2.3.5.3 [LO 1.3.1]

Listen carefully while your educator reads a story to you.

- She will read the story twice.
- Pick up *the main themes* on the first reading; *the details* on the second.

Now see how many questions you can answer from just listening:

- In what grade was Joel?
- What stimulated his interest in musical instruments?
- What is the meaning of 'vibrate'?
- What instrument did his father play?
- How is a high-pitched sound made in a piano?

What did he intend doing with his new knowledge about instruments and sound?

Explain the use of the commas in,

“music-producing items include guitars, tambourines, bottles and glasses . .

Change the following into the past tense:

- try
- enjoy
- go
- see
- bring
- find
- make
- drink
- speak
- know

Why is there an apostrophe in “father’s guitar”?

The title “Sounds all Around” uses a poetic device. Give it its real name and explain it in the title.

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22109/1.1/>>.

#### 2.3.5.4 ACTIVITY 2:

#### 2.3.5.5 To be able to understand poetic elements: sounds and rhythm

#### 2.3.5.6 [LO 3.2]

Reading rhythm and musical rhythm are very similar. We seem to remember words that form a rhythmic pattern quite easily, e.g. the repetition of ‘m’ and the assonance is attractive in . . .

- *Mickey Mouse rocks the house* Say this a few times.

Now, as a group, write 6 – 10 lines of poetry that rhyme and make use of repetition.

e.g. The fox hid in the box, hid in the box in a flurry; in a hurry, hurry, hurry  
The goose, the moose, the goosy moose, the kangaroo and you, you, you  
sat on the mat, sat on the mat to wait for his mate, who came too late!

Now, as a group, rap your poem to the class.

- You will need to do some rehearsing, so look at the next check list to see what you should do.

Rhythm	.....
Clarity	.....
Liveliness	.....
Team work	.....

Table 2.7

#### 2.3.5.7 ACTIVITY 3:

#### 2.3.5.8 To demonstrate ability to write creatively: the haiku and quartet

#### 2.3.5.9 [LO 4.4.2]

- A **Haiku** is a poem consisting of THREE lines:

- Line 1: Words totalling 5 syllables
- Line 2: Words totalling 7 syllables
- Line 3: Words totalling 5 syllables

e.g. *The sea feels the pull* *Of the wind and the current* *And moves to the beach.*

A **quartet** is a poem of four lines, rhyming ABAB or ABBA, usually in iambic pentameter:

This means a poem looking something like this, with the rhyme as follows:

**Rhythm** is: light-strong / light-strong / light-strong / light strong / light-strong (5) syllables.

e.g. The sea / comes in / to play / today / for fun

- So a quartet looks like this:

The sea / comes in / to play / today / for fun

The girls / and boys / arrive / and laugh / and run

The dogs / and cats / all seem / to un/ derstand

That play/ and sand / and sun / is real/ ly grand.

Now YOU try:

My Haiku

Rough work: \_\_\_\_\_  
 Final product: \_\_\_\_\_  
 My Quartet \_\_\_\_\_  
 Rough work: \_\_\_\_\_  
 Final product: \_\_\_\_\_

#### 2.3.5.10 ACTIVITY 4:

#### 2.3.5.11 To be able to read for information and write to communicate information

#### 2.3.5.12 [LO 3.4.1, 4.1.3, 5.3.1]

In your group, do some research on a music group or music artist.

1. Choose an artist or group
2. THREE sources of reference in your bibliography.

Rough notes:

- Where you found the information and pictures;
- The name of the magazine or book or encyclopaedia;
- The date it was published;
- The author of the article or book.

Rough bibliography: (as above)

Include a content page for your fact file to help you plan.

e.g. His / their childhood and background

- Beginnings
- Some lyrics analysed
- World tours
- Experience / training
- Moral standing (NB to look at this and assess)
- Strange or distinctive facts about the group
- YOUR view

Rough notes:

4. *Include drawings or illustrations (but must not outweigh the content) with captions.* (Do these on your own paper).

5. *Hand in a pre-determined progress report with dates:*

Date for starting project

Date for completing fact-finding

Date for completing illustrations

Date for completing bibliography

Date for handing in

Rough work evaluation

Final product:

Bibliography:

5/6 different aspects of the artist or group: **Give the separate headings:**

#### 2.3.5.13 ACTIVITY 5:

#### 2.3.5.14 To be able to use interviewing techniques

#### 2.3.5.15 [LO 2.5.2]

Choose one of the following ways of interviewing or any other choice of your own:



Panel discussion / Radio interview (without phone-ins) / Oprah Winfrey-type interview

First prepare your questions:

**Rough** notes on the types of questions to ask:

TIPS:

- Leave a space between the questions.
- Underline the operative words in each question for easy reference.

Now do the actual interview:

### 2.3.5.16 ACTIVITY 6:

### 2.3.5.17 To be able to write positive and negative reviews

### 2.3.5.18 [LO 4.6.1, 4.6.3]

Your group has performed in a large venue for thousands of fans.

**Write two reviews:** One praising the concert; one slating it.

Use the following to check whether you have covered every aspect of the concert:

CRITERIA	PositiveTick	NegativeTick
Who, what, where, when		
Audience response		
Backstage support		
Costumes		
Lighting		
Sound effects		
Dancing		
Stage personality		
Musicality		
Backing		
Highlight / low point		
Recommendation(s)		

**Table 2.8**

Extra notes to assist you

Please look at the following note on editing: they will help you:

**Editing** (the post-writing phase) is very important.

It has three main functions:

1. To correct grammatical mistakes

- Sentence construction
- Use of tenses
- Spelling
- Punctuation
- Concord

2. To find out if you followed the instructions

- Have you done what was asked?
- Have you included extra creative requirements?

### 3. To correct the writing structure

- A proper introduction
- Body covering topic fully
- Close, framing the work

Editing becomes second nature after a while.

Now that you have done all the activities in this module, re-draw the graph you completed at the start of this module.

The difference between your two lines is what you have learnt! Well done!

For fun, here is space for you to write the words of your own song. If you are satisfied, ask a friend who can write music to put your words to music. You never know – you could be famous one day!

### 2.3.6 Assessment

Learning Outcomes(LOs)
LO 1
ListeningThe learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 listens for specific information:
1.3.1 takes own simple notes;
1.3.2 uses information to complete a table or chart, or label a diagram.
LO 2
SpeakingThe learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 translates and interprets:
2.1.2 translates or interprets messages;
<i>continued on next page</i>

2.2 interacts in additional language:
2.2.1 uses language for a range of functions;
2.4 debates social and ethical issues by arguing persuasively and responding critically:
2.4.4 expresses opinions and supports them with reasons;
2.5 is interviewed by someone:
2.5.1 anticipates the questions that will be asked and prepares for them;
2.5.2 answers questions.
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text:
3.1.1 identifies purpose, audience and context;
3.2 understands some elements of poetry and of the terms used to describe this language:
3.4 reads for information:
3.4.1 reads information texts;
3.4.2 reads diagrams, graphs and charts of increasing complexity;
3.4.4 summarises information.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.1 writes longer texts of several paragraphs, describing processes and procedures, giving explanations, advantages, disadvantages, arguing for and against;
4.1.3 does a survey and writes it up (e.g. as a report);
4.4 writes creatively:
4.4.2 shows development in the ability to write stories, poems and play-scripts (e.g. by working with design);
<i>continued on next page</i>

4.6 treats writing as a process:
4.6.1 drafts, reads and discusses own writing critically;
4.6.3 uses knowledge of grammar, spelling, etc., to edit.

Table 2.9

## 2.3.7 Memorandum

### ACTIVITY 1

Read the story “Sounds All Around” twice, fairly slowly with expression and then give them a chance to see how many questions they can answer. For marks. Let them know.

#### Sounds All Around

15 Joel, now in Grade 8, always tried to find out what sounds he could make with different objects and different musical instruments. One day he found a thin elastic band. He did not think much about it. He had seen and held a million elastic bands before.

This time though, Joel began playing with the elastic band and found out something he never knew: When he stretched the elastic band with both hands and touched it with one thumb, it vibrated and made an interesting sound. Joel was amazed.

“Wow Dad, did you hear that? I’m going to show Mom!”

20 His mother said: “You made that elastic band vibrate which means to move back and forth at a fast pace. In fact, that is how we hear sounds.”

Joel was intrigued. So he asked his dad if he could take out his dad’s guitar.

25 30 Joel touched the guitar strings and loved the sound that they made. Then Joel went over to the piano and pressed two of the keys. This sound was different from the sound made by the elastic band and his father’s guitar. Joel wondered how the piano sound was made.

He asked his mother, “Mom, how does the piano make its sound and make so many different sounds?”

His mother told him to open the top of the piano and to look inside. Then when he pressed a key, he realized something was vibrating! He pressed another key and saw a long string vibrate. Joel spoke excitedly: “The string’s vibration makes the sound.”

He asked his mom why he could only see the long strings vibrate? His mother explained that a piano has long strings and short strings. The long strings vibrate slowly and they make low sounds; the short strings vibrate fast and make higher-pitched sounds.

35 40 Suddenly his father walked into the room with five glasses of water - and a xylophone. The glasses were filled to different levels. As his father touched the rims of the glasses they all made a different sound. Joel could hardly believe his ears. Then his father touched the short and long end of the xylophone with the xylophone stick. His father explained that the length of the stick dictated the sound, because it vibrated differently;, making a long or short sound.

45 Joel looked around the room for more sounds and was surprised to find so many.

Joel intended having more fun that day as he looked for more musical objects and tried to discover how they made their sound.

Pretty soon he would try to use all these objects around him to make music. He realized that one could make music without spending a fortune. Perhaps he would start a small band!

### ACTIVITY 2

First let them write something but give them time to think, imagine, plan and create. Then give them a chance to dramatise what they have written. Simple costumes can of course be worn.

### ACTIVITY 3

Writing a haiku and quartet can be so satisfying because it is actually so simple. Draw a tree with empty branches in your classroom. Call it the *poet-tree* and hang their poems on the branches or write the poem on a paper leaf and place them on the bare branches. Can be very pleasing to have one’s poem read in public.

**ACTIVITY 4**

This is again a project and should be done thoroughly – so they need to understand their parameters and also the full detail of the assignment. Go through exactly what it is they should research and exactly how they should present it.

**Tip:** Rough work must always be handed in too!

**ACTIVITY 5**

A panel discussion etc needs preparation. This they need to understand. This will help lessen nervousness.



# Chapter 3

## Term 3

### 3.1 Listening to a story<sup>1</sup>

#### 3.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.1.2 Grade 9

#### 3.1.3 HIDDEN TREASURES

#### 3.1.4 Module 10

#### 3.1.5 LISTENING TO A STORY

##### Hidden Treasures

We're going on a **treasure hunt** to uncover *hidden treasures*. Yes, you are going to learn about your environment, but also about a wealth of *treasures* within you! It's time you discover your hidden potential so that you can develop your talents.

Each activity you do, will reveal a treasure to enrich your listening, speaking, reading, writing, thinking and language use. Once you have mastered these *treasures*, many doors will open to you, and your understanding of life and yourself will be so much better.

On this map you are going to plot your journey of discovery. Each time you feel you have achieved the skill/s of an activity, you will make a large **X** on the relevant spot on the map. At the end of your journey you will be able to see the skills you have mastered! This will serve as a summary of what you have learnt.

It is **very important** that you are **totally honest** with yourself. Do not plot a skill that you do not understand. This is not a test. By being honest, you enable both yourself and your educator to see which skills you need to revise.

##### 3.1.5.1 ACTIVITY 1:

##### 3.1.5.2 To understand and appreciate stories

##### 3.1.5.3 [LO 1.1]

Telling and enjoying stories is as old as the hills and still adds to our enjoyment of history and life.

- Your educator is now going to read you a passage about a young man, Martin Davis, who dug deep into himself to become a talented trapeze artist.

---

<sup>1</sup>This content is available online at <<http://cnx.org/content/m22118/1.1/>>.

- After your educator has read the story, you are going to complete the check-list below to assess how well you listened. This is not a formal assessment but an indicator of how well you followed the story.
- The categories have been left blank in your module. After your educator has read the story to you, he or she will tell you what to fill into the spaces. Use [U+F0FC] or x to complete the check-list.
- **Listen** carefully and enjoy hearing about the *hidden treasure* this young man found within himself.
- Checklist: After having listened to the piece, I know:
- 

• Categories	• Tick YES	• Tick NO

Table 3.1

- 
- Are you ready to plot your first **X** in the relevant spot on the map at the start of this module? Consider what treasure you have discovered and let **X** mark the spot. HINT: Only mark the **X** if you honestly feel you have mastered the skill.

### Auditory Apex

#### 3.1.5.4 ACTIVITY 2:

#### 3.1.5.5 To debate, listen and define

#### 3.1.5.6 [LO 1.4, 2.4]

- In your group you will discuss the questions below in a **fishbowl** discussion. Your teacher will explain how this works.
- Whether you are in the fishbowl or in the outer circle, you will be assigned a specific task.
- Complete this chart honestly and fairly. Compare your chart with that of your partner.
- Listening CHECKLIST for:



A		B	
FISHBOWL DISCUSSION (self - evaluation)	• RESPONSE	• OUTER CIRCLE OF FISHBOWL	• RESPONSE
• Name:		• Partner:	
Good response		Good response	
Poor response		Poor response	
Witty response		Witty response	
Good question		Good question	
No answer to question / No respect throughout		No answer to question / No respect throughout	
Used quote		Used quote	
Encouraged others to participate		Encouraged others to participate	
• “.....” statement made	• Actual quote(s) “.....” <i>Memorable</i>	“.....” <i>Memorable statement made</i>	• Actual quote(s)

Table 3.2

• NO	• YES		• NO	• YES
		Listened when other spoke		
		Waited turn		
		Looked at the speaker		
		Used a strong voice		
<i>continued on next page</i>				

		Shared thoughts clearly		
		Asked appropriate questions		
		Made responsive comments		
		Stayed on the topic		

Table 3.3

Questions for discussion:

- a) What is a talent?
- b) Which talents are easily recognisable in people?
- c) Which talents are not obvious or easy to recognise?
- d) How does one discover one's talents? What is a talent?
- e) Whose responsibility is it to develop them?
- f) Does everyone have a talent?
- g) How can developing our talents benefit our lives?
- h) How can developing our talents benefit the lives of others?
- i) Give examples of talented people who have enriched the world.
- j) Tell stories about talented animals.
- k) Can handicapped people be talented?
- l) Can prisoners be talented?

Assessment Rubric

- More hidden treasures have definitely come to the fore; plot your **X**'s!

•

- *You can make notes here:*

a) *I think a talent is the God-given ability to do something really well*

- More hidden treasures have definitely come to the fore, so plot your **X**'s- remember, only if you have mastered the skills!

(Hint: **X: Hearing Haven; Reasoning Ranch**)

### 3.1.6 Assessment

#### Learning Outcomes(LOs)

LO 1

#### Listening

The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

#### Assessment Standards(ASs)

*We know this when the learner:*

- 1.1 understands and appreciates stories, including those told by other learners;
- 1.4 listens actively in discussion.

**LO 2**

### Speaking

The learner will be able to communicate effectively in spoken language in a wide range of situations.

*We know this when the learner:*

- 2.2 interacts in additional language;
- 2.4 debates social and ethical issues by arguing persuasively and responding critically;
- 2.6 gives a short formal talk or presentation.

### 3.1.7 Memorandum

#### ACTIVITY 1

- 1.
2. This being the learners' first activity, help them to plot their **X**. Explain to them that if they scored 5/5 on the check list, and feel they enjoyed the story and gained from it, then they can make their X at *Auditory Apex* (Explain that 'auditory' has to do with hearing!)

#### READING PASSAGE

(Read it TWICE, fairly slowly)

### 3.1.8 LIFE IS A CIRCUS FOR THIS HIGH-FLYING PERFORMER

A once troubled teenager has been turned into a disciplined trapeze artist after joining South Africa's last remaining travelling circus.

The meeting that changed Martin Davis's life took place four years ago, when he met Stan the clown.

Davis left school after Grade 9. As thin as a rake and sporting orange locks and a couple of earrings, he left home and found a job in a neighbouring town. It was here that he was given free tickets to the circus.

'I was looking forward to the show as I had only been to the circus once before and that was when I was six.'

He was surprised to learn that the trapeze artist clown in the circus was the same man he had seen perform when he was six. As a child, he had been 'blown away' by the man's agility and strength and, 16 years later, he was just as impressed. Since that day he had harboured the desire to do something special like the trapeze artist.

So after the show he went to see the trapeze artist and told him he was interested in joining the circus. He was promised a phone call should an opening ever arise. Three months later the call came.

As a boy Davis had hated school and was always 'in trouble'. He admitted he had been an angry and difficult young man who had never bothered to find, never mind develop, his talents.

With no gymnastic background and a fear of heights, which he only discovered at the circus, he had to work very hard to master his art. He now has his own act and teaches learners to become trapeze artists.

But his introduction into circus life was not all plain sailing. 'I thought it was going to be easy, but boy, was that a mistake!'

Before he was even allowed to try his hand at the art, he had to do 200 sit-ups and 100 pull-ups a day for four weeks. 'I used to feel sick while my stomach muscles were screaming in pain.'

Once he was able to pull himself up to the top of the rigging, he would shake violently. 'I was so scared and just could not do it but Stan never gave up on me and so I went from strength to strength.'

Six months and many scraped shins and bleeding ankles later, he became a leading performer in the circus, not only on the trapeze but also as a juggler and plate-spinner.

The circus has now become his life. He has met so many interesting people in so many places.

He is eternally grateful that he discovered his hidden talent. He says his ambition now is to perform at the annual Monte Carlo Festival.

(adapted from the weekend Argus)

X: Auditory Apex

#### ACTIVITY 2

- The fishbowl discussion is similar to a panel discussion. Half the class sits in a circle- these are the ‘fish swimming in the fishbowl’ They discuss the questions posed in this activity. The *self-evaluation checklist* will provide guidelines for their discussion.
- Each of the rest of the class (the outside circle) is assigned to monitor one participant in the inner circle (his/her partner in the fishbowl). The *listening checklist* can be used here. The outer circle needs to listen and observe carefully during the discussion. From time to time they may be *given an opportunity* to ask questions or the educator may step in’ to swirl the water’ or ‘add a little food for thought’ e.g. “All right, let us stop here. Are there any questions the ‘partners’ would like to ask?”
- This activity allows the learner to illustrate speaking, listening and communication strategies, which can easily be assessed. The educator records responses on an **anecdotal map**. (See below) **All parties learn to wait until they are asked to contribute but also learn to wait before offering their views. (To learn how to interrupt politely)**

### 3.1.8.1 X’s: Reasoning Ranch

- Hearing Haven

## 3.2 To collect, record and present information<sup>2</sup>

### 3.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.2.2 Grade 9

#### 3.2.3 HIDDEN TREASURES

#### 3.2.4 Module 11

### 3.2.5 TO COLLECT, RECORD AND PRESENT INFORMATION

#### 3.2.5.1 ACTIVITY 1:

#### 3.2.5.2 To collect, record and present information

#### 3.2.5.3 [LO 2.6, 5.3]

Now we would like to see how creative you can be when you convey information. You will be exploring communication through visual literacy.

You will make a **collage** in which the individual talents of the whole group are displayed.

Use any interesting materials: photographs, magazine or newspaper clippings, bright pieces of paper or material, tinfoil, sweet wrappings, your own drawings, matches, glitter, sand, beans, lentils, dried flowers or twigs/leaves – absolutely anything that you have at your disposal!

- First you must establish the various talents in your group that you are going to represent in your picture (collage). Remember that at least *one* talent of each learner in the group must be represented.
- Here is one idea of how you could organise your group:
- Learner 1: draws something
- Learner 2: writes a poem on the specific theme
- Learner 3: adds relevant photographs or pictures from magazines, etc. creatively
- Learner 4: adds a relevant quotation or two
- Learner 5: adds an interesting frame to the whole collage

---

<sup>2</sup>This content is available online at <<http://cnx.org/content/m22119/1.1/>>.

- Learner 6: adds finishing touches, e.g. buttons, bottle tops, quills, etc.
- 
- Now proudly present your ideas to your class:
- 
- introduce the team
- explain your idea
- 
- explain what the different sections represent
- explain who was responsible for what
- check the criteria in the block below to ensure that you cover all the aspects on which you will be assessed
- 
- *First do your rough work.*
- 

Discovering your talents: think about following a dream you have always had; think of what you're passionate about; think about what you enjoy doing; think about what you have done well at, in the past . . .

Write down any particular emotions you feel concerning your plans:

Write down any particular thoughts you have on your course of action:

Write down any extra ideas you may have:

Which talent/s are you going to write about:

Write down specific words you might use:

Diary Checklist	Yes	No
Do I have a date?		
Have I used the pronouns 'I', 'me', 'my'?		
Have I checked my spelling?		
Have I checked my punctuation?		
Have I used informal register?		
Have I used my best handwriting?		

**Table 3.4**

So, are you ready to plot the next **X's**?

- (HINT: **Captain's Collage Creek; Presentation Peak**)

### 3.2.5.4 ACTIVITY 2:

#### 3.2.5.5 To write for personal reflection

#### 3.2.5.6 [LO 4.3]

- You are extremely excited about all the *hidden treasures* you can discover in yourself.
- Write a diary entry on what you are going to do to discover and develop these talents. Discovering and developing your talents at a young age will enrich your life and give it more meaning. Your talents could make you famous or help to improve others' lives. Write sincerely and not just for a mark or because your educator says you must.

- Remember that you are confiding in your best friend, so use informal language *but not slang*.
- 
- Include the date and perhaps you can give your diary a name!

You are ready to make your next X on your treasure island map. (HINT: **Writing Rapids**)

### 3.2.6 Assessment

#### LO 2

##### Speaking

The learner will be able to communicate effectively in spoken language in a wide range of situations.

*We know this when the learner:*

- 2.2 interacts in additional language;
- 2.4 debates social and ethical issues by arguing persuasively and responding critically;
- 2.6 gives a short formal talk or presentation.

#### LO 3

##### Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

*We know this when the learner:*

- 3.1 reads a text (fiction or non-fiction);
- 3.2 understands some elements of poetry and of the terms used to describe this language;
- 3.3 reads and responds to social texts;
- 3.4 reads for information.

#### LO 4

##### Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

*We know this when the learner:*

- 4.2 writes for social purposes;
- 4.4 writes creatively;
- 4.3 writes for personal reflection;
- 4.6 treats writing as a process.

#### LO 5

##### Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

- 5.1 uses language and literacy across the curriculum;
- 5.2 uses language for thinking;
- 5.2.5 draws ;
- 5.3 collects and records information in different ways.

### 3.2.7 Memorandum

#### ACTIVITY 1

- Although a group project, the oral assessment is done individually. It is important to emphasise that everyone must do his/her part and that the load is equally divided. It is important that learners learn to work effectively within a group.

X's: Captain's Collage Creek; Presentation Peak

#### ACTIVITY 2

- Encourage the learners to write sincerely: it could just be the stepping stone they need to start developing those hidden talents.

Discuss famous diaries and their value. One that always works well is ‘The Diary of Anne Frank’.

Discuss the psychological benefit of having an emotional outlet by keeping a diary.

X: Writing Rapids.

### 3.3 Interview report back<sup>3</sup>

#### 3.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.3.2 Grade 9

#### 3.3.3 HIDDEN TREASURES

#### 3.3.4 Module 12

#### 3.3.5 INTERVIEW REPORT BACK

##### 3.3.5.1 ACTIVITY 1:

##### 3.3.5.2 To interact and understand and use direct and indirect speech orally and in writing

##### 3.3.5.3 [LO 2.2, 6.3]

In this activity you will see how the rules one learns and practises in class are relevant in our daily lives: an interviewer uses direct speech while interviewing someone and then in the report back, the interviewee’s words are in indirect speech.

In fact, have you ever thought about the fact that every time you tell your friend or parents or anyone anything that anyone has told you, you are using indirect speech as you learnt it at school!

Oral:

You are now going to assume the role of **interviewer**. Consider all the talented learners and educators you come into contact with every day. Choose someone from your school and interview him or her on how he or she discovered and developed his or her talents.

Write the questions you want to ask your interviewee here. You can also record the response here.

It is now time to share this information with the class. In **reporting** back this valuable information orally, make sure you are following the rules of **indirect** speech. Your classmates are going to indicate this on the assessment chart (at the end of the direct and indirect speech test).

The following activity will give you a good idea of your ability to change direct speech into indirect speech in writing.

##### DIRECT AND INDIRECT SPEECH TEST

Read each postcard and then complete the indirect speech which follows.

Dear Sam

Today is the day I am going to interview Leonard, our star soccer player. I have just completed formulating the questions I am going to ask him. I am looking forward to hearing many interesting things about his rise to stardom.

I shall keep you informed!

Regards

Joe

Direct to Indirect:

Sam: I received a postcard from Joe yesterday.

Sue: Really, what did he say?

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22120/1.1/>>.

Sam: He said \_\_\_\_\_  
 Dear Sam  
 It was a great interview!  
 I never dreamt that Leonard had to work so hard to get where he is.  
 Unfortunately, I was not watching the time; there was so much more I wanted to know.  
 Regards  
 Joe  
 Direct to Indirect:  
 Sam: I heard from Leonard again.  
 Sue: Ah! What did he have to say about the interview?  
 Sam: He wrote \_\_\_\_\_  
 Dear Sam  
 I always shall be thankful for the opportunity I had of interviewing Leonard.  
 I shall be watching his every move - he is going to go far.  
 By this time next year, I shall have developed one of my talents too.  
 Regards  
 Joe  
 Direct to Indirect:  
 Sam: Joe seems to have gained much from the interviewing exercise he had to do.  
 Sue: Really?  
 Sam: Yes, he stated \_\_\_\_\_  
 ORAL: REPORTED SPEECH ASSESSMENT CHART:

CHANGE	Hardly at all	Sometimes	Most times	Consistently
Use of introductory verb				
Correct use of tense				
Correct use of time words / adverbs/ adjectives				
Correct use of pronouns				

Table 3.5

ANY MISTAKES NOTED:

Have you now uncovered the *treasure* of **indirect speech**?

- Well done. Plot your next **X** on the appropriate spot on your *Treasure Island* map.

#### 3.3.5.4 ACTIVITY 2:

#### 3.3.5.5 To collect, record and present information well

#### 3.3.5.6 [LO 5.3, 2.2]

Let's now **research** some of nature's *hidden treasures*. Classify the following resources in the table below. This will give you a good idea of what a natural resource is and where it can be found.

Seaweed, oil, natural gas, trees, salt, fish, soil, gold, crops, shells, solar power, iron ore.



Underground	Above ground	From the sea

Table 3.6

Continue as follows:

1. From the list your teacher has written on the board, each member of your group needs to choose one **natural resource** which he or she would like to research.

2. Once it has been decided which **natural resource** you are going to research, you will have to find out the following:

- Where in South Africa is this natural resource found?
- How is this natural resource obtained and used?
- Why is this natural resource important?
- Is it renewable? What does this mean?
- What reserves of this natural resource does South Africa have?
- What can be done to conserve this natural resource?

(Consult the RESEARCH SCHEDULE at the end of this activity. This schedule is an agreement between you and your educator concerning the progress and final date you are to hand in your project.)

You can write some of your researched answers here, before integrating them into your project:

3. Consult with members of the other groups (who are working on the same natural resource as you are) to compile a map showing the distribution of *your* natural resource in South Africa. Take this information back to your home group.

4. When you have gathered your information, consult the rubric to help you put your information together as a project.

5. Can you think of a creative way in which to present this information to your class? (They don't want another boring Geography lesson!) For example, as a television programme for very small children (with a song or poem).

- Consult the Oral Presentation Rubric at the end of this activity before doing your presentation so that you know what is going to affect your assessment.

RESEARCH SCHEDULE to be agreed to by educator and learner

	Date
<ul style="list-style-type: none"> <li>• Topic selected by learner</li> </ul>	
<i>continued on next page</i>	

<ul style="list-style-type: none"> <li>• Topic approved by educator</li> </ul>	
<ul style="list-style-type: none"> <li>• Learner understands the requirements of this project</li> </ul>	

Table 3.7

Day	Yes/No
<ul style="list-style-type: none"> <li>• Research is underway</li> </ul>	
<ul style="list-style-type: none"> <li>• Have started draft outline</li> </ul>	
<ul style="list-style-type: none"> <li>• Have ..... sources of information</li> </ul>	
Day	Yes/No
<ul style="list-style-type: none"> <li>• Rough draft is complete</li> </ul>	
<ul style="list-style-type: none"> <li>• Rough draft edited and revised</li> </ul>	
<ul style="list-style-type: none"> <li>• Liaised with other groups (map)</li> </ul>	
Day	Yes/No
<ul style="list-style-type: none"> <li>• Final product completed</li> </ul>	
<i>continued on next page</i>	

<ul style="list-style-type: none"> <li>• Handed in or presented</li> </ul>	
<ul style="list-style-type: none"> <li>• This is my best effort</li> </ul>	
	Signature: _____

Table 3.8

**RESEARCH PROJECT:**

Collects, records and presents information across the curriculum.

[LO 2.6, 3.4, 3.5, 5.1, 5.3]

For the list on the board use the items in the list the learners had to classify and any others you wish, e.g. minerals, water . . .

- Each learner needs to be sure which resource(s) he has to research. Impress upon the learners that the questions in 6.2 should form the basis of their research – they must be familiar with geographical terminology.
- A RESEARCH SCHEDULE and a RESEARCH ASSESSMENT RUBRIC have been included to encourage systematic research and presentation. The RESEARCH SCHEDULE enables you to negotiate due dates with the learners for sections of the research. This also commits the learners to producing a well-researched project, completed by the due date.
- JIGSAW CO-OPERATIVE LEARNING STRATEGY (6.3): Once the rough drafts have been completed, learners researching the same natural resource get together. Using the information they have gathered, these learners plot the distribution of their resource on the outline map of S.A. (They can draw their own map or use the map given.) This information is then taken back to the home group who can then compile a map of S.A. showing the distribution of all the resources they have researched.
- Encourage the learners to make their oral presentation as interesting as possible. It does not have to be a stiff, formal, boring presentation; they can dramatise, role- play, present it in the form of an advertisement – let them be creative.

I \_\_\_\_\_ have read and understood the requirements for this research project. I undertake to abide by the deadlines. My project will be completed by the due date: \_\_\_\_\_

Learner: \_\_\_\_\_

Date: \_\_\_\_\_

Educator: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Look at the following before you do the oral presentation:

Which two spots does **X** mark now? (Indicate this on your *Treasure Island* map)

Consider using the following map for part of your presentation:

**3.3.6 Assessment**

LO 2
SpeakingThe learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language;
2.4 debates social and ethical issues by arguing persuasively and responding critically;
2.6 gives a short formal talk or presentation.
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction);3.2 understands some elements of poetry and of the terms used to describe this language;3.3 reads and responds to social texts;3.4 reads for information.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.2 writes for social purposes;
4.4 writes creatively;
4.3 writes for personal reflection;
4.6 treats writing as a process.
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum;5.2 uses language for thinking;5.2.5 draws ;5.3 collects and records information in different ways.
LO 6
<i>continued on next page</i>

Language Structure and UseThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret text.
We know this when the learner:
6.2 understands and uses the past perfect progressive tense;
6.3 understands and uses direct and indirect speech;
6.8 uses some language to talk about language (meta-language – terms such as paragraph);
6.9 expands vocabulary (e.g. uses prefixes to form new words: autobank, autobiography, automatic).

Table 3.9

### 3.3.7 Memorandum

#### ACTIVITY 1:

**MEMORANDUM: REPORTED SPEECH EXERCISE** (this assessment should be done by the educator if it is going to be used as a formal ‘Responding To Texts’ mark.

1. ...that, that was the day he was going to interview Leonard, their star soccer player. He had just completed formulating the questions he was going to ask him. He was looking forward to hearing many interesting things about his rise to stardom.

He ended by saying that he would keep me informed. (15)

1. ...that it had been a great interview and that he had never dreamt that Leonard had had to work so hard to get where he was.

He expressed his regret that he had not been watching the time and that there had been so much more he had wanted to know. (11)

1. ...that he always would be thankful for the opportunity he had had of interviewing Leonard.

He also said that he would be watching his every move as he was going to go far. He added that it had motivated him too and that by that time the following year he would have developed one of his talents too. (14)

X: Reported Ruins [40[U+F0B8]2=20]

#### ACTIVITY 2:

Encourage the learners to make their oral presentation as interesting as possible. It does not have to be a stiff formal, boring presentation; they can dramatise, role-play, present it in the form of an advertisement – let them be creative. The Oral Rubric is in the learners’ module.

X’s: Research Reeds

Ogre O’s Oratory Orifice

### 3.4 Formal letter<sup>4</sup>

#### 3.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 3.4.2 Grade 9

#### 3.4.3 HIDDEN TREASURES

#### 3.4.4 Module 13

#### 3.4.5 FORMAL LETTER

##### 3.4.5.1 ACTIVITY 1:

##### 3.4.5.2 To write for social purposes

##### 3.4.5.3 [LO 4.2, 4.6]

How wonderful it would be to get permission for your class to plant a tree in the school grounds, one which you would then be responsible to nurture (look after)!

Write a **formal letter** of  $\pm 100$  words to your headmaster requesting permission to do just that!

- Your teacher will select the best letter to be submitted to him. I hope it will be yours. Remember to do a rough draft first, to edit it and then to hand in the final draft.

Take note of the correct format:

Ainsville  
7150  
25 May 2003  
The Headmaster  
Ainsville High School  
PO Box 438  
Ainsville  
7150

Dear Mr Graham

Tree Planting

(Introduction: your purpose for writing)

(Body: reasons and support for your letter)

(Conclusion: a positive ending)

Yours faithfully

(Ms) S. Petersen

Consult the **functional writing grid** by which your diary entry was assessed – it will apply here too.

Proof read and edit your rough draft now. (Hand in the rough draft with the final copy.)

By now you have probably received permission to plant a tree. As a class, make a **list** of all that needs to be done to plant and to maintain a tree. Consider the following points:

- how deep and wide the hole must be
- what fertiliser is needed
- how often the tree needs to be watered
- choice of tree (perhaps you can find out what the tree of the year is and plant it if it is suited to your area), consider whether the area is sunny or shaded and whether the tree is evergreen or not
- the best season in which to plant the tree

---

<sup>4</sup>This content is available online at <<http://cnx.org/content/m22131/1.1/>>.

will have to devise a **roster**. The duties of planting and caring for your tree should be divided amongst all your classmates. This will ensure that it receives the best care in order for it to grow into a big, strong, healthy specimen. A tree is a good reminder of the passing of time.

(Include clearing litter from the area around your tree as a duty.)

DATE	NAME	DUTY

**Table 3.10**

- Where do you plot your **X**'s now?

#### 3.4.5.4 ACTIVITY 2:

#### 3.4.5.5 To read a text for information and pleasure and understand some elements of poetry

#### 3.4.5.6 [LO 3.2, 6.3, 6.9]

It is exactly this (as depicted by the graph) - the pursuit of money - that causes us to lose sight of that which is more essential than money: a faith in the quality of life. Discuss this briefly in your group.

- Consider the following poem before deciding whether man is destructive or not.
- Answer the questions that follow with care.

Where are all my Christmas trees?

...April, May, June, July

August, September, October, November –  
December!

Nine long months still to dream of

silver balls and tinsel,

little lambs and the magi

bringing to life the miracle of the nativity.

Was it so long ago that we

swept up the pine needles?

The whispering pines is where I'll go

to breathe in the Christmas feel,

to roll on matted needle covers

and rest, staring where they point –

where infinite dreams and hopes are sent.

A grating, rasping, sawing fills my ears

and round the bend –

a massacre.

They're gone and going . . .  
 My stream of tears  
 splatters off the fallen board  
 'Phase One: Whispering Pines, exclusive  
 housing estate: R1 800 000 inclusive' —  
 exclusive of thin threads of  
 tinsel  
 festooning more than life.  
 . . . April, May, June, July  
 August, September, October, November —  
 December:  
 Tinsel on Tuscan chimneys?  
 (Anon)

- 1.
- 1.1 What exactly is it that upsets the poet? (2)
- 1.2 Where did the writer go when she longed for Christmas-time and a Christmas feeling? (2)
- 1.3 The poet considers the destruction of the pine trees as a bloody slaughter. Quote the word that indicates this. (1)
- 1.4 Explain the last line of the poem. (2)

- Plot your **X** on *Treasure Island* map.

## 2. Figures of Speech

- 2.1 Match the columns by ruling a line from the letter to the matching number.

a) 'A grating, rasping, sawing fills my ears...'	i) Onomatopoeia
b) 'My stream of tears...'	ii) Alliteration
c) '...splatters...'	iii) Personification
d) '...whispering pines...'	iv) Metaphor

**Table 3.11**

- (4)
- 2.2 Now give a definition for each of the above figures of speech and give another example from nature of each.

i) Definition:

*Example:* (2)

ii) Definition:

*Example:* (2)

iii) Definition:

*Example:* (2)

iv) Definition:

*Example:* (2)

**X** marks which spot?

## 3. Dictionary Work

- Look at the dictionary entries below and then answer the questions that follow.

### 3.1

**Tus' can.** **1.** adj. Of Tuscany. **2.** n. A ~ person; Italian as spoken by ~s. [L]

### 3.2



**tin´ sel**, n. Decorations of bright metal foil or threads, tawdry brilliance, mere glitter, flashiness ; (attrib.) flashy, of more apparent than real worth. ~ **led** (-ld) a. [F *estincelle* f. L *scintilla* spark ; cf. STENCIL]

### 3.3

**Ma´ gi** n. pl., priests of ancient Persia, the wise men from the east (*Math.* 1); **Ma´ gian**, (adj.) of the Magi, (n.) one of them. [L f. Gk]

a) Write down the **part of speech** of each word as it is used in the poem. (3)

b) Write down from which language each word originates.

Tuscan:

Tinsel:

Magi: (3)

Mark your spot on the map with **X**.

Plot another **X** on your *Treasure Island* map.

### 3.4.5.7 ACTIVITY 3:

#### 3.4.5.8 To write creatively and take part in role-play

#### 3.4.5.9 [LO 4.3, 2,2]

Have you ever heard of a Dodo?

You may have heard of this bird (the Dodo) but you will never see a live one. Man has caused its extinction!

You see we must look after our earth to ensure the continuation of our precious animal kingdom.

In a **play dialogue** of  $\pm 100$  words describe to your friend another extinct animal or bird. (You will have to do some research.)

Remember to do a rough draft and to show proof of editing before writing your final draft.

Once done plot your **X**!

Check the functional writing rubric before you start!

	1	2	3
Animal	None	Some attempt but not convincing	Excellent portrayal
Dialogue	Boring exchanges, not all relevant	Some attempt at originality	Original, creative, convincing
Clarity	Unclear, mumbled	Inconsistent	Clear, good projection

**Table 3.12**

(15)

Now you and a partner can produce this dialogue as a role-play to the class – have fun! (You can also perhaps demonstrate the actions of the animal or make the sound it made.)

### 3.4.6 Assessment

Learning Outcomes(LOs)
LO 1
ListeningThe learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 understands and appreciates stories, including those told by other learners;
1.4 listens actively in discussion.
LO 2
SpeakingThe learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.2 interacts in additional language;
2.4 debates social and ethical issues by arguing persuasively and responding critically;
2.6 gives a short formal talk or presentation.
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text (fiction or non-fiction);3.2 understands some elements of poetry and of the terms used to describe this language;3.3 reads and responds to social texts;3.4 reads for information.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.2 writes for social purposes;
<i>continued on next page</i>

4.4 writes creatively;
4.3 writes for personal reflection;
4.6 treats writing as a process.
LO 5
Thinking and ReasoningThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language and literacy across the curriculum;5.2 uses language for thinking;5.2.5 draws ;5.3 collects and records information in different ways.
LO 6
Language Structure and UseThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret text.
We know this when the learner:
6.2 understands and uses the past perfect progressive tense;
6.3 understands and uses direct and indirect speech;
6.8 uses some language to talk about language (meta-language – terms such as paragraph);
6.9 expands vocabulary (e.g. uses prefixes to form new words: autobank, autobiography, automatic).

Table 3.13



# Chapter 4

## Term 4

### 4.1 Respond critically to the aesthetic, cultural and emotional values in a text<sup>1</sup>

#### 4.1.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 4.1.2 Grade 9

#### 4.1.3 “PAWS AND POLLEN”

#### 4.1.4 Module 14

#### 4.1.5 To respond critically to the aesthetic, cultural and emotional values in a text

##### 4.1.5.1 Activity 1:

##### 4.1.5.2 To read for information and respond critically to the aesthetic, cultural and emotional values in the text

##### 4.1.5.3 [LO 3.1]

- In today’s world of technology, we have lost the art of listening to and reading stories. Today, stories are visually represented – on television, in films. To follow a story on television requires no effort; we merely follow the picture sequence.
- “What is wrong with that?” you might ask. One certainly can learn much from these media. But the opportunity of using the imagination is lost! The producers of the stories on television and in film force us to see what *they* have imagined.
- You should use your own imagination. It is a part of dreaming, and we all know that without dreams we have no motivation. So here goes:
- You are going to read, listen, *really listen*, and *imagine* (what the characters looked like, the place that they visited...), while your educator reads the following story with you.
- Your educator will explain any difficult words. Then read through the story **twice** more, or as many times as may be necessary for you to be quite sure that you understand what it is about.
- Once you have understood it, read through the questions that follow very carefully. Having read through all the questions, answer them to the best of your ability in the spaces provided.

---

<sup>1</sup>This content is available online at <<http://cnx.org/content/m22132/1.1/>>.

- Remember to answer in **full sentences**, and in your **own words** as far as possible.
- When you are asked to **quote**, you must use **quotation marks** (“ . . .”)

#### 4.1.5.4 Rooted Out

“... so now you can water and feed your Coral tree, and when we visit Granny this holiday we shall take a walk and I'll show you mine!”

After having spent many happy evenings paging through the family album and giggling at the podgy little cherub that was now their elegant mother, waddling along, galvanised watering-can clutched purposefully in her hands, they had looked forward to seeing the blossoms of their mother's childhood in real life.

But the excitement of the day soon turned to disbelief, anger and then bewilderment.

The long leafy lane provided pleasant relief on their walk that humid afternoon. The house at the end of the road, on the corner stood proud and gabled, just as in the photographs. The original colour had changed and the present garish orange was probably a warning of what was to come.

They followed the worn footpath round the west side, to the far corner of the fence. Instead of a welcome flush of the deep orange-red of the Coral Tree, there was nothing.

Not even a stump remained.

Her beloved Coral Tree - the symbol of her birth, her gift by proxy to the earth- uprooted.

Carelessly; and not even an exotic substitute grew there apologetically.

What remained of the family tradition of planting a tree on the birth of a child, was a broken heart.

#### TEST YOUR UNDERSTANDING

- Explain the degrees of emotion: “disbelief”, to “anger” and then “bewilderment” that the family felt in paragraph 3. **(3)**
- Can you recognise a **figure of speech** in paragraph 4? Quote it and name it. **(2)**
- What family tradition is this story about? **(2)**
- Why do you think the tree had been removed? **(2)**
- What does the author feel is the worst thing that happened in the story? **(1)**
- Who is the biggest threat to our fauna and flora? **(1)**
- Who is speaking in paragraph one?  
**(1)**
- Quote synonyms** (words of similar meaning) for the following words: **(4)**

Chubby	
Angel	
Blooms	
Replacement	

**Table 4.1**

- Quote antonyms** (words of opposite meaning) for the following words: **(4)**

Adulthood	
Pale	
Unused	
Indigenous	

**Table 4.2**

- j) What do you consider the value of a tradition to be? **(2)**  
 k) In this story, the Coral Tree had a symbolic meaning: marking the birth date of a child. Can you think of three other reasons why trees are important? **(3)**

#### 4.1.5.5 Activity 2:

#### 4.1.5.6 To read for information and to summarise

#### 4.1.5.7 [LO 3.1, 3.4]

- It is important to be able to pick out the relevant facts from a piece of writing. The media bombards us with opinions, irrelevancies and all kinds of comments to mislead us. We must develop the skill to pick out what is appropriate. This is why we do summary exercises.
- Now read the following article and list 11 points, in no more than 100 words, that characterise a 'suitable dog owner'.
- When doing a point-form summary, there are certain requirements for format, so, refer to the checklist at the end of the passage to see that you are doing the summary correctly.

#### 4.1.5.8

What makes a suitable dog owner?

Dogs require more than just a bowl of food and the odd walk.

To ensure a healthy happy pet there are certain guidelines that one can follow:

Breed must suit lifestyle and environment. Take into consideration when choosing a dog that some require a great deal of space. Some dogs are also noisy and yap a lot and one needs to think of one's neighbours before settling on one of these.

Puppy evaluation. Have a vet assess your puppy to check for congenital defects, illness and temperament. This will ensure that you know what you are purchasing and will not buy any undesired surprises such as a 'redesigner of gardens'!

Vaccination and deworming. It is very important to deworm your pet as it affects not only his health but that of one's children too, as most pet worms are transmissible to humans.

Identification. There are various ways of identifying a pet e.g. collar and tags, microchips. Collars and tags can easily be lost. Microchips can be scanned by any vet or animal welfare officer which makes them a sensible choice.

Collar and lead. A dog must be able to be controlled in public areas and thus a collar and lead must be fitted on the dog's first day home. Within a week the dog should be used to walking on a lead.

Training. A puppy learns most during the third to twentieth week of its life. A good time to start puppy socialisation classes is at eight weeks. In order to sustain the bond between you and your dog, training must continue throughout the dog's life.

Diet. Dogs must receive balanced, scientifically formulated food. It is essential for your pet's good health as well as being practical and economical. Do not feed dogs where they are in view of one another as food dominance is natural and they will always fight over it.

Sterilisation. Spayed and castrated dogs live longer, are less aggressive and are more sociable pets.

Regular walks. Dogs need to go for walks beyond the confines of the garden. It is necessary for sensual stimulation and to broaden their horizons. Remember always to remove the 'doggy do' and do not walk them where they are not welcome, as on some beaches.

Canine friends. Most dogs enjoy one another's company. If you have two dogs, they should be of opposite sexes. Never have two pups from the same litter, as they bond with each other rather than with the owner. One will also always try to dominate. Dogs need a doggy friend to prevent boredom.

Part of the family. A dog must be seen as a family member. Everything should be shared: visitors, being indoors and outdoors. Intimate contact with one's dog is important: rub its tummy, massage its skin, fiddle

with its paws and ears, open its mouth, brush its coat. Do this from puppyhood and your dog will be your lifelong best friend.

(Adapted from the Your Family November 2002)

Do your rough draft here: (The wording of your facts is very important. Remember that you have been asked to list points characterising a suitable dog owner, so you should be saying things like, Good dog owners give their dogs a good deal of attention. A good dog owner ensures that his dog is well fed) . . .

Now *edit* your summary. Check that you have listed *only characteristics of a good dog owner* and no other irrelevant information.

Use the following **CHECKLIST** to ensure that you have done exactly what is required of you:

What to remember to do	Tick
Always use <b>your own words</b> .	
Always write in <b>full sentences</b> .	
Do <b>not quote</b> .	
Do <b>not exceed</b> the stipulated number of words.	
<b>Number</b> each point.	
List only <b>one</b> fact per line.	
<b>Leave a line</b> between each point.	
Always give your summary a <b>heading</b> which you can either <b>underline</b> or write in <b>capital letters</b> .	
Your heading must be <b>factual</b> , not creative.	

Table 4.3

#### 4.1.6 Assessment

LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text;3.2 understands some elements of poetry;3.4 reads for information.

Table 4.4

#### 4.1.7 Memorandum

##### ACTIVITY 1

It is important to introduce the learners to the world of reading in an enthusiastic and inspiring manner. Make sure that you have read the story carefully and understood it fully. Ask the learners what they picture in their mind's eye. What the characters look like, what the photographs look like, what the road and house look like; what they feel for the various characters, what expressions might have been evident on their faces firstly at the start of the outing and then at the end.

It is always fun to let the learners pretend that they are film producers. Let them answer the above questions in this context. How would they tell their 'actors' to act, look, move, feel etc.

Emphasise the importance of **presentation** of work:



- - They must write as neatly as possible and
- - Pay attention to spacing.

Also emphasise the importance of the mark allocation in dictating the length of the answer.

- One word answers cannot possibly warrant 2 marks.

## SUGGESTED ANSWERS

(a) They were taken aback at not finding what they took for granted would be there. The disbelief turns to anger at the thoughtlessness of people disposing of a plant and not replacing it and then they feel helpless because there is nothing they can do about it. (3)

(b) "The house ... stood proud ..." is personification. (An inanimate object takes on human qualities i.e. standing. This is the ideal opportunity to revise basic figures of speech with the class i.e. similes, metaphors, alliteration, assonance and onomatopoeia.) (2)

(c) Traditionally in this family, on the birth of a child, a tree was planted in the garden of the parents to commemorate the happy occasion. (2)

(d) Perhaps it was not to the taste of the new owners of the property. Perhaps it had become diseased and had died. Whatever the reason, they had no emotional connection to the tree and got rid of it. (Give credit for any relevant answers) (2)

(e) The new owners appeared to have modernised the house (colour) and did not like the old traditional appeal of the tree. They simply did not like it. (2)

(f) Man is the biggest threat. (1)

(g) The mother of the children. (1)

(h) podgy cherub blossoms substitute (4)

(i) childhood garish worn exotic (4)

(j) Traditions provide a frame of reference for people. They give a context and meaning to life. They provide a form of security. It is comforting to know that in a changing world, certain values remain constant and are commemorated at a certain time in a certain way. It provides an identity to a people. (2)

(k) Trees provide oxygen.

They prevent erosion from taking place.

They house all kinds of creatures.

They provide shade.

They provide fruit and nuts; their roots are even a source of water.

Paper is made from them.

Timber is provided which has many uses.

(Any relevant answers) (3)

[25]

## ACTIVITY 2

### Suitable Dog Owners

1. Good dog owners give their dogs a good deal of attention.
2. They ensure that their dogs are well fed.
  1. They take care in what and how regularly they feed their dogs.
  2. They take their dogs for regular walks.
  3. Their dogs are suited to where and how they live.
  4. Their dogs have been checked by a vet to ensure a healthy specimen.
  5. They de-worm their dogs.
  6. They have their dogs vaccinated.
  7. Their dogs have clear identification tags.
  8. Their dogs are accustomed to being on a lead.
  9. They take their dogs to training.

10. They feed their dogs balanced meals.
11. If they have more than one dog, they feed them separately.
12. They have their dogs sterilised.
13. They remove their dogs' faeces from public places.
14. If they own more than one dog, they are of opposite gender.
15. They do not choose dogs from the same litter.
16. They own more than one dog.
17. They treat their dogs as part of the family.
18. They have close contact with their dogs by rubbing, brushing and cuddling them

(Words: 100)

(Any 11 relevant facts are acceptable)

The mark allocation is as follows:

11 facts	11
Heading	1
Numbering	1
Lines between facts	1
Number of words indicated	1
TOTAL	[15]
MINUS	
Language/punctuation errors	- 1
Full sentences hardly used	- 1
Words exceed limit	- 1 / word
Sentences taken directly from passage (own words not used)	- 1

**Table 4.5**

## 4.2 Conduct an investigation and write a report<sup>2</sup>

### 4.3 To design media texts<sup>3</sup>

#### 4.3.1 ENGLISH FIRST ADDITIONAL LANGUAGE

#### 4.3.2 Grade 9

#### 4.3.3 ‘PAWS AND POLLEN’

#### 4.3.4 Module 16

#### 4.3.5 To design media texts

##### 4.3.5.1 Activity 1:

##### 4.3.5.2 To design media texts

##### 4.3.5.3 [LO 4.5]

- You feel you can still do more and so decide to create a flyer (normally an A5 sheet of paper advertising something and placed in letterboxes), which you intend to distribute to all the homes of pet owners in your area. The main thrust of the flyer is to remind people of their responsibility to their pets.
- For inspiration, consider the following article taken from the “Your Family”(June 2003 - sourced from the Swiss Disaster Dog Association):

10 Favours a dog asks of you

My life lasts between 10 and 15 years. Every separation from you means suffering for me. Think about this before you decide whether or not to take me.

Give me time to understand what you are asking of me.

Instil confidence in me. I thrive on it.

Do not be angry with me for long, and don't lock me up for punishment!

You have your work, your pleasure, your hobbies- I only have you.

Talk to me often! Even if I don't understand the words,

I do understand the tone of your voice.

Know that, no matter how I'm being treated,

I shall never forget it.



**Figure 4.1**



**Figure 4.2**

<sup>2</sup>This content is available online at <<http://cnx.org/content/m22143/1.1/>>.

<sup>3</sup>This content is available online at <<http://cnx.org/content/m22136/1.1/>>.

Keep in mind, before you hit me, that my jaws  
 could crush the knuckles of your hand with ease,  
 but I don't use them on you.  
 Before you scold me when working with me, consider first:  
 perhaps I am uncomfortable from digesting my last meal;  
 perhaps I was in the sun too long; or perhaps I have a worn-out heart.  
 Take care of me when I am old;  
 you, too, are going to be old one day.  
 Be with me when the going is rough -  
 everything is easier when you are beside me.

- Remember that a flyer should attract attention, otherwise it will end up in the rubbish bin together with all the other junk mail.
- To make people sit up and take note of your appeal use: bold print, colour, a picture, a snappy saying, alliteration – anything that will creep into people's minds and be a constant reminder of their duty to their pets.

[20]

#### 4.3.5.4 Activity 2:

#### 4.3.5.5 To communicate through role-play

#### 4.3.5.6 [LO 2.2]

- One of the most valuable lessons one can learn is that of always putting yourself in the other person's shoes. In other word before reacting to a situation, step back and consider the other person's position. In doing this, one gains understanding and insight into what is really going on.
- You are now going to have some fun acting out certain situations. You will do your role play (stepping into someone else's shoes, pretending to be someone else) in A GROUP. Remember that apart from the acting, **what** you say and **how** you say it are equally important.

Choose **ONE** of the following scenarios:

Your neighbours have gone away. You become aware of a faint yelping coming from their yard. On investigation, you discover that they have left their pet dog unattended. What do you do?

You receive a pet as a gift but know that you cannot fulfil the responsibility of owning a pet. How do you react?

Your girl-/boyfriend surprises you with a beautiful bunch of Arum Lilies. You know that it is a protected plant and that (s)he should not have picked them. How do you react?

Your shady neighbour's neglected cat has given birth to a large number of kittens. You know that they are unwanted by your neighbour. You see him loading a large sack into the back of his car / digging a large hole in a vacant field across the road. What do you do?

Your friend is very excited as he and his father are going 'trophy-hunting' over the holidays. You strongly disapprove of this kind of 'sport'. What do you tell him?

You are invited to go out with your friend and his family for a day's crayfishing. You are horrified to find that most of the crayfish they take from the ocean are under-sized. How do you convince them to throw them back?

[15]

#### 4.3.5.7 Activity 3:

#### 4.3.5.8 To reason and tell stories

#### 4.3.5.9 [LO 2.1, 5.2]

- In groups, discuss how you think the leopard got his spots, the zebra his stripes and why hyenas are rather ungainly creatures.

Report back to the class on what your group decided was the most likely explanations. You can present your report back in the form of a mini play, a dialogue, an interview or in any other manner. Remember it must be fun to do and entertaining to the class. You can use props, some body paint (mud and food colouring work too)!

Ensure that each member of the group is encouraged to participate fully and divide the roles up well.

Consult the criteria below as a guideline on what to concentrate on. If you are in the fortunate position of having a video camera at your disposal, you should videotape all the wonderful skits and presentations you do at school. Memories are made of opportunities such as these. These videos can also be shown at your school's open day. Photographs can also capture the moment and decorate your school! They can be included in the school's annual.

Should your school not have an annual or open day, why not initiate it?

You could also appeal to your community of parents to videotape or take photographs of what you do at school.

[15]

#### 4.3.5.10 Activity 4:

#### 4.3.5.11 To listen for information

#### 4.3.5.12 [LO 1.2]

- After listening to a passage, you will have to answer questions that your educator will read out to you.
- Now **listen carefully** as your educator reads you an African fable originally from Northern Nyasaland. Do you know what its present name is? The story is an explanation of the phenomena discussed in Activity 8.

Write down the answers to the LISTENING COMPREHENSION:

### 4.3.6 Assessment

Learning Outcomes(LOs)
LO 1
ListeningThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
<i>continued on next page</i>

Assessment Standards(ASs)
We know this when the learner:
1.2 understands and appreciates stories, including those told by other learners;
1.4 listens actively in discussion.
LO 2
SpeakingThe learner will be able to communicate confidently in spoken language in a wide range of situations.
We know this when the learner:
2.1 translates and interprets;
2.2 interacts in additional language;
2.4 debates social and ethical issues by arguing persuasively and responding critically;
2.6 gives a short formal talk or presentation.
LO 3
Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 reads a text;3.2 understands some elements of poetry;3.4 reads for information.
LO 4
WritingThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information;
4.2 writes for social purposes;
4.3 writes for personal reflection;
4.4 writes creatively;
4.5 designs media texts;
4.6 treats writing as a process.
LO 5
<i>continued on next page</i>

Thinking and Reasoning	The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:	
5.2 uses language for thinking; 5.3 collects and records information in different ways.	

Table 4.6

### 4.3.7 Memorandum

#### ACTIVITY 1:

This again is a ‘real’ exercise and the flyers can be copied and distributed in the area.

#### ACTIVITY 2:

If there are recurring issues in the community, you could perhaps work these in here and so help the learners think about them and come up with solutions or new approaches e.g. the perlemoen poaching along the Cape coast.

- Remember to emphasise that these situations should be thought through to show some depth in the dialogue.
- Also emphasise that enunciation and projection are important for the role-play to be successful.

#### ACTIVITY 3:

Encourage the learners to use their imaginations and to come up with really well thought out stories.

#### ACTIVITY 4:

When reading the story for the first time, explain any difficult words.

It is very important that you read the story at a comfortable pace, and with variation in tone.

Read the story through **once** and then read through the questions giving the mark allocation.

Now read the story **a second time** and then ask the questions one by one as the learners answer them in the spaces provided.

This can be included in the Oral / Spoken word section of the portfolio.

#### **How Leopard got his Spots, Zebra his Stripes and Why Hyena remained Ugly**

One day Hyena, for no apparent reason beyond ingrained ill-nature, put Tortoise up into the fork of a tree, and he could not get down because it was so high! Leopard passed by and saw him: “What are you doing in a tree, Tortoise? I did not know that tortoises climb trees.”

“It was Hyena who put me here, and now I can’t get down, no matter how hard I try.”

Leopard remarked, “Hyena is a bad lot, but I will help you”, and he took Tortoise out of the tree.

Out of gratitude for his rescue, Tortoise offered to make Leopard beautiful. He did so by painting him with spots, saying as he worked, “Where your neighbour is all right, you will also be all right”. When Leopard loped off, he met Zebra, who admired him so much that he wanted to know who had made him beautiful, and then he, too, went to Tortoise for help. In this way he was given his stripes. So Leopard and Zebra both looked beautiful in their new colours!

When people hoeing in their gardens saw them, they exclaimed, “Oh, the big beauties! Let’s catch them, domesticate them and keep them!” When Leopard and Zebra heard this, they fled into the bush, where they have remained ever since. This accounts for how they became wild animals.

Zebra then met Hyena. Hyena was impressed by how beautiful Zebra looked and asked him, “Who beautified you?” and Zebra replied, “It was Tortoise”. So then Hyena said, “I wish he would beautify me too,” and went away to Tortoise to ask him, “Please make me beautiful too!”

“Come,” said Tortoise, but he remembered what Hyena had done to him and so this time he said, “Where your neighbour is a bad lot, you will also be a bad lot!” and then said, “You must go to the place where people are hoeing”. So Hyena eagerly approached the people, but at the sight of Hyena, they said, “What an ugly thing! Oh, what an ugly thing!” And Hyena turned tail and fled into the bushes and shouted, “I want

to find Tortoise to punish him for doing this to me!” But Hyena found no sign of Tortoise, who had quickly fled down a hole. And to this day, people in villages still laugh at Hyena.

The moral of the story is: good deeds are rewarded, while one evil follows upon another.

(Adapted from “Africa” by Alice Werner)

#### LISTENING COMPREHENSION: QUESTIONS

1. Where did the hyena place Tortoise? (1)

In the fork of a tree.

2. What did Leopard think when he saw Tortoise there? (1)

He wondered whether tortoises had learnt to climb trees.

3. Why did Hyena do this? (1)

For no real reason other than having a spiteful / mean character. (Being ill-natured.)

4. How did Tortoise show his gratitude towards Leopard? (1)

He painted him with beautiful spots.

5. Why did Zebra want to visit Tortoise? (1)

He also wanted to be beautiful.

6. What were the people doing in their gardens? (1)

They were digging / tilling / hoeing.

7. How did the two animals become wild animals? (2)

The villagers wanted to keep them as pets, as they were so beautiful, but as they did not want this, they escaped into the wild.

8. What did Tortoise do in response to Hyena’s request to be beautified, and why? (1)

He made him look ugly – to punish him.

9. When did Hyena realise what Tortoise had done to him. (1)

When the villagers called him ‘an ugly thing’.

10. Why was Hyena looking for Tortoise now? (1)

He wanted to find Tortoise to punish him.

11. Why could he not find Tortoise? (1)

Tortoise had escaped down a hole.

12. What is the moral of the story? (2)

Good deeds are rewarded and evil deeds make you ugly.

13. Can you think of another moral that might be appropriate for this story? (1)

One should not envy others. (any acceptable answer)

[15]



## 4.4 Proverbs and idioms<sup>4</sup>

### 4.4.1

### 4.4.2 ENGLISH FIRST ADDITIONAL LANGUAGE

### 4.4.3 Grade 9

### 4.4.4 ‘PAWS AND POLLEN’

### 4.4.5 Module 17

### 4.4.6 PROVERBS AND IDIOMS

#### 4.4.6.1 Activity 1:

#### 4.4.6.2 To expand vocabulary

#### 4.4.6.3 [LO 6.9]

Much vocabulary relates to animals and plants.

Read the following idioms and proverbs for a start.

In your group discuss what is meant by each of these sayings.

Take home those you are unsure of and see if your parents can help you.

To have green fingers
To hear through the grapevine
To be a dog in a manger
To be mutton dressed up as lamb
To be a wolf in sheep's clothing
To have goose flesh
To reap what one sows
To take a horse to water but not to be able to make it drink
To cast pearls before swine
Not to count your chickens before they have hatched

**Table 4.7**

---

<sup>4</sup>This content is available online at <<http://cnx.org/content/m22137/1.1/>>.

To know that all his geese are swans
To have cooked his goose
Not being able to say “Boo” to a goose
To kill the goose that lays the golden egg
To pluck ones goose
What’s sauce for the goose is sauce for the gander
To be in the doghouse
To be as sick as a dog
To go to the dogs
To rain cats and dogs
To let the cat out of the bag
To put a cat among the pigeons
To be a rose among the thorns
To be a thorn in the flesh

**Table 4.8****[24]**

Many countries have flowers or plants as their national symbols.  
Can you match the following national flowers to their country?

	<b>C ountry</b>	<b>S election</b>
Lily (Fleur-de-lis)		Scotland
Pomegranate		France
Rose		Ireland
Shamrock		Canada
Thistle		England
Sugar Maple		Spain

**Table 4.9****[6]**

If you could have a plant or flower to represent you, what would you choose and why would you choose that particular plant or flower?

Share your choice with the class. You can learn something about one another!

**4.4.6.4 Activity 2:****4.4.6.5 To learn correct language structure and use****4.4.6.6 [LO 6.8]**

Let us learn about language!

We are going to base our language exercises on the following article from the *Your Family* (June 2003):

#### 4.4.6.6.1 Floral History

The earliest record of South African flora was made by Justus Heurnius, a Dutch missionary who collected and recorded plants in 1624 while the ship he was sailing on from Batavia to Holland took on fresh water in Cape Town.

By 1700, almost 1000 Cape plants had been recorded. One of the governors of the Cape, Ryk Tulbagh, a lover of wild flowers, was responsible for sending plants, bulbs and seeds from the Cape to Carl Linnaeus, the Swedish botanical expert, who devised the system by which all living things are named.

In 1772 Sir Joseph Banks, the acting director of Kew, before it became a public garden, sent Francis Masson to collect plants from South Africa. Masson sailed with Captain Cook to Cape Town, where he collected more than 400 species of plants, including seventy-nine different species of Proteas and fifty species of Cape Pelargoniums. It was Masson's collections of Cape flora that gave Kew its reputation as a leading botanical institution.

South African plants also found their way to Australia aboard ships on their way to the 'new colony'. These include Nerine, Gazanias, Ericas and Clivias, as well as weeds such as Oxalis and Kikuyu.

1

#### 2. Let us revise the USES (FUNCTIONS) OF THE COMMA.

You would have noticed that the writer has made use of a number of **commas**. See how:

a) Commas are used to separate several successive nouns; e.g. Terriers, Labradors, Alsatians and Poodles are all types of dogs.

Quote a sentence from the passage which illustrates this use. [2]

a) Commas are used to separate several successive adjectives; e.g. The cat was sleek, lithe, quick and feline.

Write your own example to illustrate this use.[1]

a) Commas also separate several successive adverbs; e.g. The lion stalked his prey slowly, slyly and successfully.

Can you write your own sentence to illustrate this function of the comma? [1]

d) Commas also separate successive actions; e.g. The watch-dog ran to the fence, surveyed the road, saw nobody and left.

Can you write your own sentence to illustrate this function of the comma? [1]

e) Commas are used to introduce direct speech (someone's direct words). Look at the following examples:

"Can you tell me," asked Sipho, "what South Africa's national flower is?"
"No, I'm afraid I can't," Ruby answered.
Jalpa exclaimed in surprise, "Come on guys, it's the Protea of course".

Table 4.10

Did you notice the different positions of the comma in each of these three sentences?

- In the first example Sipho's sentence is interrupted by 'asked Sipho'.

The comma **after** 'me' indicates that his direct words continue.

- In the second example, although Ruby has completed her sentence, a comma instead of a full-stop is used.
- Refer to the last example. Is there a similar use of the comma in the passage? [1]

f) Commas separate adverbs and adverbial phrases; e.g. Nevertheless, he bought the dog. However, I shall keep an eye on him.

He did, in fact, become a loving owner.

We were, on the contrary, very pleased with his decision.

g) Commas separate words and phrases in apposition; e.g. The dog was returned to his owner, Mr Blake, at number 103 Durban Road.

Find an example from the passage that illustrates this. [2]

h) Commas separate participial phrases; e.g. Having eaten its food, the puppy went to sleep.

Does a sentence from the passage illustrate this use? [1]

i) Commas can also indicate parenthesis. This means commas can take the place of brackets; e.g. Labradors, golden as well as black, love children and water.

Quote an example from the passage to illustrate this function. [2]

j) Commas indicate the vocative (it separates the name of the person being spoken to from the words being said); e.g. 'Thembi, get your dog to a vet as soon as possible.'

k) A comma is used to separate words such as 'Yes' or 'No', 'Please' etc. e.g. 'Yes, that will help, thank you.'

A lot to take in? Never mind, once you have understood, learnt and practised and used these, you will never forget them! The standard of your writing will also improve with accurate punctuation.

### 3. DEGREES OF COMPARISON

*"The earliest record of South African flora..."*

The word *earliest* is an example of a degree of comparison.

Adjectives and adverbs have three degrees of comparison:

Simple	Comparative(comparison between two)	Superlative(the highest degree)
big	big	<b>biggest</b>
happy	happy	<b>happiest</b>
beautiful	beautiful	<b>most</b> beautiful
conservative	conservative	<b>most</b> conservative

**Table 4.11**

**What to remember:**

The comparative and superlative are formed as follows:

- When the word consists of one syllable, add **-er** (for comparative), **-est** (superlative) e.g. big, bigger, biggest.
- When the **adjective** consists of **two** syllables that end in **-y**, **-er**, **-ly**; add **-er**, **-est**. e.g. happy, happier, happiest; clever, cleverer, cleverest; silly, sillier, silliest.
- When **adverbs** consist of more than **one** syllable, have **more** (comparative) and **most** (superlative) placed before the positive e.g. cleverly, **more** cleverly, **most** cleverly.
- When **adjectives** consist of **two** syllables with the **stress** on the **first** e.g. careful, or more than two syllables e.g. con-ser-va-tive; place **more** (comparative) and **most** (superlative) before the positive degree.
- There are some irregular adjectives: good, better / little, less / bad, worse / many/much, more.
- There are some irregular adverbs: little, less, least / much, more, most / bad, worse, worst / well, better, best.

**Exercises:**

1. What is the difference between the following?

Add **-er** or **more** to each of the words below and use it in a sentence to describe the difference between the pairs.

exotic	higher	dangerous	intelligent	small
--------	--------	-----------	-------------	-------

Table 4.12

- People and monkeys.
- A lion and a cat.
- An orchid and a daisy.
- A rat and a mouse.
- An eagle and a guinea-fowl.

Example: What is the difference between a twig and a branch.

A twig is **smaller** than a branch.

2. Look at the picture and then complete the sentence using a degree of comparison.

The Great White and the Zambezi shark are both feared, but the Great White is more feared than the Zambezi.

2.1 Our dog and cat eat very quickly, but our dog eats \_\_\_\_\_

2.2 The lion, cheetah and leopard all run fast, but the \_\_\_\_\_

2.3 Lavender and cacti require little water, but cacti require \_\_\_\_\_

2.4 All animals have good camouflage, but the chameleon has the \_\_\_\_\_

(4)

[20]

#### 4.4.7 Assessment

LU 6
Language Structure and UseThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.3 understands and uses direct and indirect speech;
6.8 uses some language to talk about language (meta-language – terms such as “paragraph”);
6.9 expands vocabulary (e.g. uses prefixes to form new words: autobank, autobiography, automatic).

Table 4.13

#### 4.4.8 Memorandum

ACTIVITY 2:

To have green fingers: <i>to have a knack with plants/gardening</i>
<i>continued on next page</i>

To hear it through the grapevine: <i>to hear news through a number of people and not directly from the source</i>
To be a dog in a manger: <i>Those who will not let others enjoy/ have something and yet derive no enjoyment / benefit from it themselves</i>
To be mutton dressed up as lamb: <i>an older person dolled up as a youngster</i>
To be a wolf in sheep's clothing: <i>an enemy posing as a friend</i>
To have goose flesh: <i>the pimply reaction of the skin to cold / shock</i>
To reap what one sows: <i>to get out what one puts in e.g. effort</i>
You can take a horse to water but you cannot make it drink: <i>one can present opportunities but one cannot force action</i>
To cast pearls before swine: <i>to offer wisdom to an unappreciative audience</i>
Not to count your chickens before they have hatched: <i>make sure that a thing is actually yours before you speak and act as if it were</i>
All his geese are swans: <i>to overestimate; to see things in too rosy a light</i>
To cook his goose: <i>to ruin his chances</i>
He can't say 'Boo' to a goose: <i>he is timid and cannot stand up for himself</i>
To kill the goose that laid the golden egg: <i>he sacrificed future reward for present gain</i>
The old woman is plucking her goose: <i>it is snowing</i>
What's sauce for the goose is sauce for the gander: <i>what's good for one is good for the other</i>
To be in the doghouse: <i>to be in disgrace</i>
To be as sick as a dog: <i>to be very ill</i>
To go to the dogs: <i>to go to ruin</i>
To rain cats and dogs: <i>to pour with rain</i>
To let the cat out of the bag: <i>to disclose a secret</i>
To put a cat among the pigeons: <i>to stir up trouble</i>
To be a rose among the thorns: <i>to be the only man among a group of women</i>
To be a thorn in the flesh: <i>to be a source of constant irritation</i>

Table 4.14

(24)

Lily (Fleur-de-Lis)	France
Pomegranate	Spain
Rose	England
Shamrock	Ireland
Thistle	Scotland
Sugar Maple	Canada

Table 4.15

(6)

## ACTIVITY 2:

### COMMAS

“was responsible for sending plants, bulbs and seeds...”

“These include Nerine, **G**azanias, Ericas and Clivias...”(2)

Any acceptable example (1)

Any acceptable example (1)

Any acceptable example (1)

No (1)

“One of the governors of the Cape, Ryk Tulbagh, a lover of wild flowers...”

“... Carl Linnaeus, the Swedish botanical expert...”

“..Sir Joseph Banks, the acting director of Kew, before it ...” (2)

“... he collected more than 400 species of plants, including **seventy-nine** different species of protea...” (1)

“...Ryk Tulbagh, a lover of wild flowers, was responsible...”

“...the acting director of Kew, before it became a public garden, sent Francis Masson...” (2)

### DEGREES OF COMPARISON

(a) People are **more intelligent** than monkeys.

(b) A lion is **more dangerous** than a cat.

(c) An orchid is **more exotic** than a daisy.

(d) A mouse is **smaller** than a rat.

(e) An eagle flies **higher** than a guinea-fowl. (5)

2.1 ...our dog eats **more quickly** than our cat does.

2.2 ...cheetah runs the **fastest**.

2.3 ...**less** water than lavender does.

2.4 ...**best** camouflage of all. (4)

## Attributions

Collection: *English First Additional Language Grade 9*

Edited by: Siyavula Uploaders

URL: <http://cnx.org/content/col11061/1.1/>

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Learning to read properly"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22095/1.1/>

Pages: 1-4

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Rading and response to reading"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22094/1.1/>

Pages: 4-9

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Asking and answering"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22102/1.1/>

Pages: 10-15

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Planning and presenting a selling campaign"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22100/1.1/>

Pages: 15-19

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Research"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22104/1.1/>

Pages: 20-25

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Reading to yourself"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22105/1.1/>

Pages: 26-33

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>



Module: "To listen for specific information and read diagrams"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22107/1.1/>

Pages: 35-42

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "To be able to summarise information"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22108/1.1/>

Pages: 43-48

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "To listen for specific information"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22109/1.1/>

Pages: 48-55

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Listening to a story"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22118/1.1/>

Pages: 57-62

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "To collect, record and present information"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22119/1.1/>

Pages: 62-65

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Interview report back"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22120/1.1/>

Pages: 65-71

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Formal letter"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22131/1.1/>

Pages: 72-77

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Respond critically to the aesthetic, cultural and emotional values in a text"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22132/1.1/>

Pages: 79-84

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Conduct an investigation and write a report"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22143/1.1/>

Page: 85

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "To design media texts"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22136/1.1/>

Pages: 85-90

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

Module: "Proverbs and idioms"

By: Siyavula Uploaders

URL: <http://cnx.org/content/m22137/1.1/>

Pages: 91-97

Copyright: Siyavula Uploaders

License: <http://creativecommons.org/licenses/by/3.0/>

## About Connexions

Since 1999, Connexions has been pioneering a global system where anyone can create course materials and make them fully accessible and easily reusable free of charge. We are a Web-based authoring, teaching and learning environment open to anyone interested in education, including students, teachers, professors and lifelong learners. We connect ideas and facilitate educational communities.

Connexions's modular, interactive courses are in use worldwide by universities, community colleges, K-12 schools, distance learners, and lifelong learners. Connexions materials are in many languages, including English, Spanish, Chinese, Japanese, Italian, Vietnamese, French, Portuguese, and Thai. Connexions is part of an exciting new information distribution system that allows for **Print on Demand Books**. Connexions has partnered with innovative on-demand publisher QOOP to accelerate the delivery of printed course materials and textbooks into classrooms worldwide at lower prices than traditional academic publishers.